DOCUMENT RESUME

ED 276 788	UD 025 231
AUTHOR	Griswold, Philip A.; And Others
TITLE	Effective Compensatory Education Sourcebook. Volume II: Project Profiles.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	86
CONTRACT	300-82-0377
NOTE	183p.; For Volume I, see UD 025 230. Portions have been printed on a dark background and may not reproduce well.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; High Risk Students; Program Content; *Program Effectiveness; Remedial Programs
IDENTIFIERS	Education Consolidation Improvement Act Chapter 1

ABSTRACT

This guide presents profiles of 116 Chapter 1 projects recognized through the 1984-85 National Identification Program and identified as unusually successful in meeting the special needs of disadvantaged students. The projects, which serve neglected, delinquent, and/or migrant students are listed alphabetically by district within states. Each profile includes information on number of students served, setting, curriculum, evidence of effectiveness, and specific project attributes believed to be responsible for the program's success. The aspects of the programs that seemed most important to their success were appropriate methods, materials, and approaches, coordination with the regular school programs or other special programs, and parent/community involvement. Following these profiles are descriptions of Chapter 1 Joint Dissemination Review Panel-approved projects. These descriptions contain the project name, a descriptive headline and summary, and contact information. Two appendices provide a list of all projects nominated in the Identification Program and one containing a profile index to National Identification Program projects. (KH)

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Effective Compensatory Education Sourcebook

Volume II:

Project Profiles

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Effective Compensatory Education Sourcebook

Volume II: Project Profiles

Prepared by Philip A. Griswold
Kathleen J. Cotton
Joe B. Hansen
Northwest Regional Educational Laboratory

with contributions from Mary Jean LeTendre
and Robert M. Stonehill, U.S. Department
of Education.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Acknowledgments

We would like to thank our colleagues Gary Estes, Steve Murray, Tamara West Smith and Marjorie Wolfe of Northwest Regional Educational Laboratory; Kim Thomas; and members of the *Effective Compensatory Education Sourcebook* series Advisory Panel:

Beverly Anderson
Education Commission of the States

Robert E. Blum
Northwest Regional Educational Laboratory

Louise Dunbar
Los Penasquitos Elementary School
Poway, California

Christine Dwyer
RMC Research Corporation

Donald R. Kearns
Arizona Department of Education

Pat Proctor
Connecticut State Department of Education

Brian Rowan
Far West Laboratory for Educational Research and Development

Beatrice Ward
Center for Interactive Research;

for their helpful comments and suggestions.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR ELEMENTARY AND SECONDARY EDUCATION

On April 11, 1985, the 20th Anniversary of the Title I/Chapter 1 compensatory education program, Secretary Bennett announced the selection of 116 outstanding Chapter 1 projects. These projects were selected from a field of 334 nominees submitted as a part of the Secretary's initiative to improve education for the disadvantaged.

Exemplifying the 13 principal attributes of successful Chapter 1 programs identified in recent research, these 116 award winning projects, and 24 other Title 1 projects honored as Joint Dissemination Review Panel validated projects, comprise the framework of the Effective Compensatory Education Sourcebook. By combining research findings with how-to information from these outstanding Chapter 1 projects, the Sourcebook provides State and local educators with an information base for expanding effective programs and practices in educating disadvantaged chidren.

More than 200,000 Chapter 1 teachers and administrators form the intended audience for the Sourcebook. They are the professionals who each year direct their best efforts to the education of the almost five million underprivileged children across the Nation.

Much has been said and written in recent years about the quality of education America's youngsters are receiving today. From the 1983 landmark study, A Nation At Risk, to the 1985 report, Investing in Our Children, there have been a number of serious calls for reforming the system. The Department of Education and the Reagan Administration are committed to achieving such improvement through the creation and promotion of highly effective programs based upon current research and proven practices, the most recent instance being the widely acclaimed What Works: Research About Teaching and Learning.

This Sourcebook represents a major effort in that continuing commitment to excellence.

The 13 attributes of successful compensatory education were identified on the basis of a thorough review of school improvement and effectiveness research, and they form the core of the Sourcebook. Each of these attributes, when carefully and conscientiously implemented as they were in the outstanding projects described, can contribute to new successes.

The evidence is clear: implementing the research findings, exemplified by projects described in this Sourcebook will produce results. By applying these principles and following these examples, Chapter 1 schools and programs can expect to achieve improved performance and greater success. It is the hope of all who worked on this Sourcebook that excellence becomes a more viable aspiration and a more reachable goal for all who pursue it.

Best of luck in that pursuit!

Lawrence F. Davenport
Assistant Secretary

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

America is entering its third decade of Title I/Chapter 1 compensatory education for disadvantaged children. During the first 20 years of this program, compensatory education has made it possible for the Nation's educationally deprived young people to get special assistance in reading, writing, and mathematics,

Since the program began in 1965, more than $40 billion have been invested in bringing quality education to underprivileged students.

In the process of helping disadvantaged children to overcome learning problems, the compensatory education program has also enabled schools to try innovative approaches which ultimately benefited non-disadvantaged children as well. Now, with the publication of this Effective Compensatory Education Sourcebook, once more the Chapter 1 program is breaking new ground, and pioneering new initiatives. Chapter 1 staff throughout the country have shown a lively commitment to identifying, sharing, and implementing the effective practices and principles of these highly successful projects.

In disseminating the Sourcebook, the Department of Education demonstrates its intention to work with State education agencies and with the regional Chapter 1 Technical Assistance Centers to get this information into the hands of local school districts as efficiently, as effectively, and as quickly as possible.

The 116 outstanding projects and the 24 Joint Dissemination Review Panel projects included here exemplify the 13 principal attributes of successful Chapter 1 programs that form the framework of the book.

Thus, this Sourcebook becomes a means to share success, recognize the pedagogical richness of the program, and advocate a standard of excellence that all Chapter 1 projects can seek to emulate. Together, we look forward to attaining these goals.

To everyone who labored to make it a reality, let me say your efforts are appreciated. You will have the thanks of the millions of youngsters who will benefit from this work in the future, and you have mine now.

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

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Introduction

Introduction

On April 11, 1985, the U.S. Department of Education designated 116 programs as worthy of special recognition. The selection of these projects was the culmination of a national effort to identify Chapter 1 projects that have been unusually successful in meeting the special needs of disadvantaged students.

The goal of this effort is program improvement through the sharing of practices effective in compensatory education settings. The National Identification Program was only one aspect of the U.S. Secretary of Education's Initiative toward this goal. Additional components of the initiative included the creation of this *Effective Compensatory Education Sourcebook* series describing both the effective practices of the 116 projects and pertinent research findings, and the provision of direct technical assistance in the area of program improvement.

Modeled after the Secondary School Recognition Program, the Chapter 1 National Identification Program requested nominations from State Educational Agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico and the Bureau of Indian Affairs. Each Chapter 1 project was asked to submit demographic data and, most importantly, information on 13 program attributes and four achievement indicators.

The 13 program attributes reflect the same elements most often cited as indicators of effective programs in the current school improvement research. In particular, projects were asked to highlight those attributes that are implemented in a unique manner and contribute strongly to program effectiveness. These attributes were:

- Clear project goals and objectives
- Coordination with the regular school program/other special programs
- Parent/community involvement
- Professional development and training
- Strong leadership
- Appropriate instructional materials, methods and approaches
- High expectations for student learning and behavior
- Positive school/classroom climate
- Maximum use of academic learning time
- Closely monitored student progress
- Regular feedback and reinforcement
- Excellence recognized and rewarded
- Evaluation results used for project improvement

Projects also submitted evidence of the effectiveness of these four achievement indicators:

- Formal measures of achievement
- Informal measures of achievement
- Other project outcomes, e.g., attendance, affective measures
- Sustained gains

By January 1985, the SEAs had responded enthusiastically, submitting 334 nominations to the U.S. Department of Education. The nominated projects reflected a wide diversity of locations, settings, philosophies and instructional approaches. Local Educational Agency (LEA) projects, migrant projects and projects for neglected or delinquent youth populations were all represented in the submissions.

Each nomination was reviewed by a panel consisting of representatives from major educational associations, experts in the area of school improvement research and compensatory education teachers and supervisors. Panel members examined each nomination and prepared a report, including a summary of the ratings and comments.

While all 334 projects were judged by their states to be effective at helping disadvantaged students, 118 of the projects were identified as most ready to be shared with other Chapter 1 programs. These 118 projects were therefore recommended for national recognition. Two projects subsequently withdrew, leaving the 116 that are included in this sourcebook.

Development of National Identification Program to Improve the Quality of Chapter 1 Projects

After receiving the nomination forms and the reviewed panel's rating sheets from the Department of Education, the variables describing each project were identified and recorded. These descriptive variables included: curriculum focus, grade level, project size, geographic setting, indicators of success and three important program attributes. Next, we reviewed the panel's evaluation of each project, with special attention to the attributes identified by the panel and the nominee. Then we highlighted the salient elements in the description of each attribute and composed a summary of about 250 words from the highlighted information plus a phrase or sentence that characterized the project.

While more than three attributes of success were found in many projects, three were chosen as a workable number given the single page format. Attributes of central importance to the project's success were identified with a bullet. We used a star to indicate a particularly rich discussion or presentation of an attribute's contribution to the project's success. Finally, the draft narrative was mailed to each project for suggestions and comments, and revisions were made accordingly.

Explanation of the Profiles

Each project profile contains a narrative summarizing the three salient attributes of success and a chart listing essential descriptive information. The profiles begin on page 19. Each profile includes the district name, a headline capturing the essence of the project and abbreviated versions of the three salient attributes. The name of the person to contact for more information about the project appears at the end of each page.

The profile chart contains two major headings. **INDICATORS OF SUCCESS** shows the types of evidence of effectiveness presented by each project. "Achievement" refers to the use of informal or formal achievement measures in reporting program effectiveness. "Sustained gains" refers to the use of sustained effects data (i.e., three group achievement data points over a minimum of one year). "Other outcomes" includes all data related to attendance, discipline, attitudes, etc.

PROJECT DESCRIPTION covers four areas: **Curriculum,** the subject area covered by the project; the **Grade Level** of project participants; the **Number of Students** who received services; and the **Setting** in which the project operated.

Under **Curriculum** four choices are listed: Reading, Math, Language Arts and Other. "Other" is primarily readiness and counseling. **Grade Level** includes categories of grade level(s) served, singly or in combination. Thus, if a project covered third and fourth grades, the profile chart would indicate categories K-3 and 4-6. If only one grade was served by the project, the category which included that grade was marked. Thus, if only ninth graders were served, the category marked would be 7-9. For some of the state-administered projects, grade level was irrelevant and is therefore blank on the chart. **Number of Students** reflects the project size in terms of the number of students served. **Setting** refers to geographic settings. Some districts indicated more than one setting, e.g., rural and small town, and thus would have two marks in this category.

Overview of National Identification Program Projects

Information in the profile charts was tabulated in order to characterize unusually successful projects. The total counts are located at the bottom of the Profile Index at the end of Volume II. We have summarized the counts in the following paragraphs.

Number of Students. Unusually successful Chapter 1 projects tended to be of moderate size. Among the 116 projects, 49 served 100-499 students. Slightly fewer projects than that (41) served 500-2500. The small (less than 100) and large (greater than 2500) projects were least represented, with 17 and 9, respectively.

Setting. The projects equally represent rural, small town, and suburban areas (25, 27, and 27 respectively). The urban projects tended to be the most frequently represented group among the successful projects (45 out of 116).

Curriculum. The curricular areas included Reading, Mathematics, Language Arts and Other categories. The latter primarily included school readiness and counseling. Reading was the most frequent with 94 projects (or 81% of the total). Mathematics was the next most frequent, at 58. Language Arts was less frequent, at 24. The Other category was the least common, with 23 recognized projects.

Indicators of Success. Almost all projects (114 out of 116) reported formal or informal achievement measures. Forty-five reported sustained gains. The least frequent indicator of success was Other outcomes (31), which includes attitudes and social behavior.

Attributes of Success. Finally, we looked at the frequency of the top three attributes related to the projects' success. We organized the attributes into two categories: Organizational and Instructional. The Organizational attributes were those which had an administrative or schoolwide implication. The Instructional category included those attributes that were oriented towards instructional activities, e.g., teaching strategies, techniques, principles. (See Volume I for additional detail on these categories and for a discussion of the relationships among attributes.)

The frequencies of the most commonly occurring attributes are displayed in Figure 1.

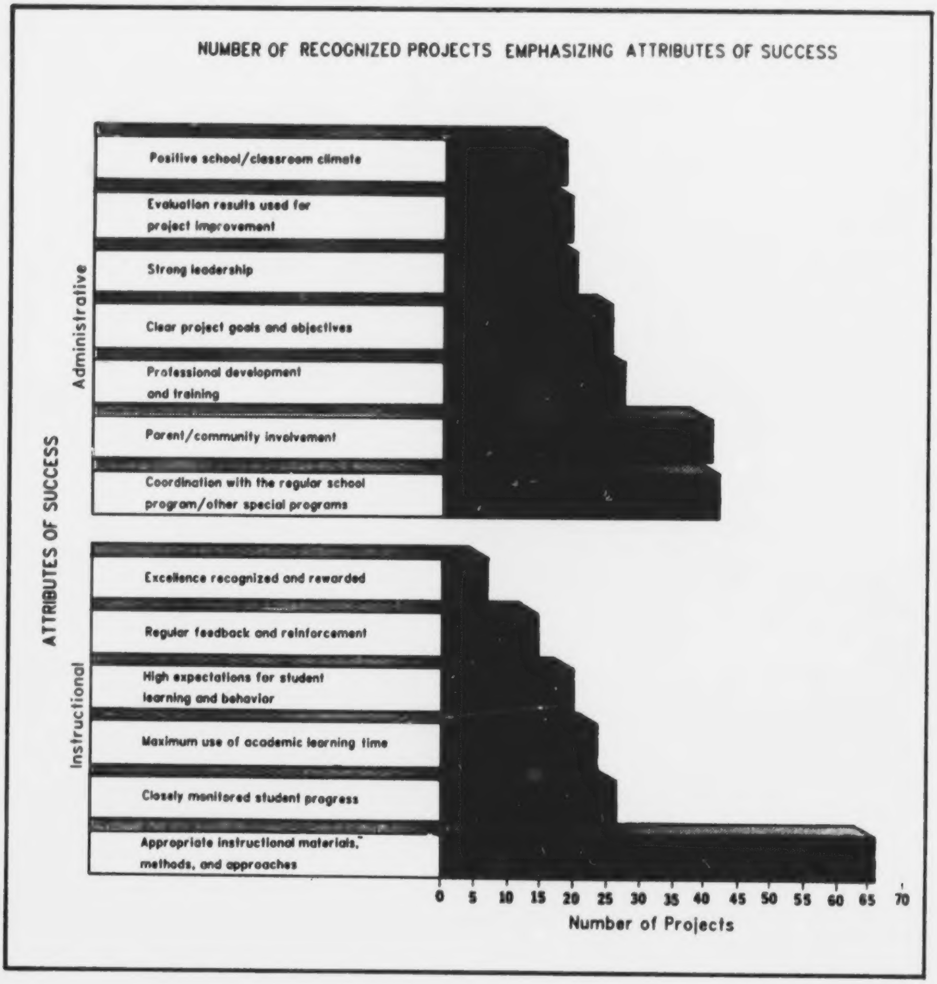

Figure 1.

Appropriate Instructional Materials, Methods and Approaches was the most frequent attribute. Sixty-six of the unusually successful projects emphasized this attribute. The large proportion may be due to two factors:

1. This attribute may be the most effective and efficient for teachers to implement to improve student performance; and/or

2. The lengthy set of questions about this attribute on the nomination form may have resulted in nominees presenting more detailed information about this attribute.

The next most frequent attributes were **Coordination with Regular School Program/Other Special Programs** and **Parent/ Community Involvement,** occurring 42 and 41 times respectively. **Regular Feedback and Reinforcement,** and **Excellence Recognized and Rewarded** were the least frequent (14 and 7 respectively). It may appear that unusually successful projects under-utilize these two important attributes. On the contrary, most of the projects employ carefully integrated feedback and reinforcement and recognition of excellence, but they appear to be integrated into other attributes of their programs, e.g., **Appropriate Instruction, High Expectations, Positive Climate,** and **Monitored Progress.** All the remaining eight attributes occurred within a range of frequency from 18 to 27.

The Profile Index, which is the last piece of this volume, is designed to provide quick access to information about the National Identification Program Projects. Readers interested in identifying projects that have one or a combination of descriptors can use the Profile Index to identify such projects. So, for example, if you are interested in mathematics projects in a rural setting, and you are concerned with maximizing academic learning time, scan the column "Max. Academic Learning Time" under the heading "Attributes of Success." When you locate a "bullet" or "star," look across that row to the left to see if it is a mathematics program and if it is in a rural setting. If your criteria match, continue looking to the left to locate the page number of the profile and the name of the LEA to contact for further information.

Summary

After reviewing the educational practices used by these 116 unusually successful Chapter 1 Projects recognized through the 1984-85 National Identification Program, it was clear that success manifests itself in many forms. These projects have succeeded in improving student achievement, attendance rates and parent support. The practices related to their success are, in many cases, creative and unique. In other cases, however, project staff relied not on creativity but on consistent, methodical application of effective schooling practices. In all cases, the projects used instructional and organizational strategies that are corroborated by research as being effective in improving student performance.

Some attributes stood out more than others. **Appropriate Methods, Materials and Approaches, Coordination with the Regular School Program/Other Special Programs,** and **Parent/ Community Involvement** were among the most important.

One salient attribute not mentioned as explicitly as the three indicated above was **Instructional Leadership.** Coordinating programs, getting parents and community members involved, and seeing that appropriate instruction is taking place requires strong instructional leadership. Whether it is the classroom teacher, the project coordinator, or the principal, these individuals ensure that all available resources are orchestrated to meet the needs of the students. Because many of these leaders filled out part or all of the nomination form, they may have been unduly modest about the important role they played in enabling the program to achieve national recognition. We congratulate them, and hope that their expertise in Chapter 1 will be used by others to increase the number of exemplary projects in the future.

Organization of Volume II

In the next section, regular Chapter 1, neglected or delinquent, and migrant programs identified under the National Identification Program are listed alphabetically by district within states. Descriptions of Chapter 1 Joint Dissemination Review Panel (JDRP) approved projects follow immediately after the profiles. These descriptions contain the project name, descriptive headline, summary and contact person. Following the JDRP-approved projects are two appendices, one containing a list of all projects nominated in the National Identification Program and one containing the Index chart.

National Identification Program Projects

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BIRMINGHAM CITY SCHOOLS
BIRMINGHAM, ALABAMA

Remedial help given in regular classroom setting

Parent/community involvement
Coordination with other programs
Appropriate materials, methods and approaches

Chapter 1 students in grades 1-8 are given varied reading and mathematics instruction in this program, which features four separate components. All components operate in close conjunction with regular programs to enable Chapter 1 students to meet the same learning objectives as other students.

The first component focuses on reading and mathematics. Chapter 1 teachers provide remedial help to target students within their regular classrooms. Basic skills are emphasized in the second component. A teacher and a Chapter 1 aide use specialized equipment and materials to provide intensive compensatory instruction to target third and sixth graders. Parent involvement is the third component in the program. Parents receive training in the Parent Education Program (PEP). Finally, the program includes an evaluation component in which resource personnel monitor the programs, arrange staff development activities and act as liaisons.

Parents are extensively involved in the Chapter 1 program through local advisory councils, workshops and conferences, the PEP, participation in surveys, volunteer work in the classroom, and other activities.

Program coordinators take considerable care to insure that Chapter 1 instruction and materials correspond with those used in regular classrooms and that only highly capable teachers are selected for Chapter 1 assignments.

Contact: Joan M. Buckley
Birmingham City Schools
2015 Park Place
Birmingham, AL 35203
(205) 583-4614

AMPHITHEATER UNIFIED DISTRICT #10
TUCSON, ARIZONA

Parents and aides help kindergarten children develop reading readiness skills

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

In the Kindergarten-Involved-Parents (KIP) project staff aides and parent volunteers provide prereading and early reading activities to kindergarten children. Parent volunteers, trained by the aides, lead small groups of children in games and other activities that provide practice in basic skills. Following classroom use of each activity, parents take materials home for additional practice with their children. Activities can be conducted in Spanish or English. KIP staff and kindergarten teachers plan weekly to make sure activities are personalized to the children's needs.

Non-target and target children participate in classroom activities with the parents. Parents of target children are especially encouraged to serve as classroom volunteers, but other parents may volunteer as well. KIP staff conduct instructional home visits to reach parents unable to participate in classroom activities.

The district's Chapter 1 director provides training and planning sessions for KIP aides between two and four times each month. They also take advantage of workshops and other outside training to develop their skills.

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Contact: Valerie A. Davison
Amphitheater Unified District #10
701 West Wetmore Rd.
Tucson, AZ 85705
(602) 887-5500, ext. 8011

DOUGLAS UNIFIED DISTRICT #27
DOUGLAS, ARIZONA

Oral language and reading skills emphasized in program for ESL students

Coordination with other programs
Closely monitored student progress
Professional development/training

This project's goal is to improve the oral language and reading skills of participating students in grades 1-12, most of whom are native speakers of Spanish. Students concentrate on oral language activities during first and second grades. Activities for older elementary students include supplemental reading, language experience, journal writing and creative writing. Study skills and comprehension are stressed in the junior high and high school programs, with learning materials carefully matched to students' abilities.

Chapter 1 and regular teachers coordinate their programs through collaborative curriculum development, ongoing communication and planning. Chapter 1 teachers are evaluated on how well their instruction is coordinated with that of regular teachers.

Student progress is monitored using a system of checklists and charts which are accessible to both teachers and students. In addition, teachers and aides in grades 1-5 share information about student progress. Students' work is checked frequently so they can immediately receive needed help.

Extensive staff development opportunities are available for teachers and aides at all levels. Elementary staff have a week of morning inservice at the beginning of the school year, and they meet once a month throughout the school year. A similar program was recently initiated for junior high and high school staff.

Contact: Terry Edgar
Reading Center–Carlson
1132 12th St. P.O. Box 1237
Douglas, AZ 85608-1237
(602) 364-4014

FLAGSTAFF UNIFIED SCHOOL DISTRICT #1 FLAGSTAFF, ARIZONA

Trained reading specialists, strong leadership related to project success

Evaluation used to improve project
Strong leadership
Appropriate materials, methods, approaches

The Flagstaff Remedial Reading Project supplements regular classroom instruction for students in grades 1-9. Each student has an individual education plan, which is reviewed and updated at least twice during the school year. Project teachers, who are all reading specialists, use a variety of approaches to reading skill development. These include whole language, reading across content areas, using commercial skill-building materials and having older project students tutor younger ones. Project teachers frequently adjust their approach in response to feedback from regular classroom teachers.

Project staff use a variety of evaluation methods, including testing, written surveys and interviewing. School staff, parents, school board members and community members are kept informed of evaluation results. Staff members use findings to guide program plans and decisions. For example, services to minorities (59% of the students in the project), including Native Americans (33% of project students), were increased as a direct result of evaluation findings. Program philosophy, methods and materials have also been adjusted in response to evaluation results.

Project staff members are highly trained, experienced teachers. Strong leadership is provided by the supervisor, who coordinates inservice activities and participates in planning with top administrators. Teacher evaluations are extensive and rigorous, but also supportive. The Chapter 1 supervisor and school principals are active in maintaining parent and community support.

Contact: Lorraine Curry
Flagstaff Unified School District #1
701 N. Kendrick
Flagstaff, AZ 86001
(602) 779-6400

PHOENIX ELEMENTARY DISTRICT #1
PHOENIX, ARIZONA

TLC program stresses spoken English skills

Clear goals and objectives
Appropriate materials, methods, approaches
Coordination with other programs

The Total Language Communications (TLC) project serves students in grades 1-3 who have been identified as deficient in reading and language skills. Activities stimulate and build students' skills in listening, speaking, writing and reading. Materials and activities are responsive to the needs of Hispanic students who are a large majority of the students served by the project.

Goals and objectives reflect the belief that children must be allowed to talk in order to develop oral language skills. Objectives and program philosophies are specified in writing. Teachers attend workshops which reinforce project objectives and offer new techniques for attaining them.

Children spend five 45-minute periods per week in special classes, which have a maximum of ten students. Each student's language skill level is determined through oral language assessment. Activities such as cooking, writing in journals, presenting key words and reading trade books are included in the project. Outside consultants observe classroom activities and offer suggestions.

Chapter 1 teachers and other school staff work together to plan activities. In addition, all district staff are informed about the Chapter 1 project and encouraged to offer suggestions.

Contact: Eleanor J. Maddox
Phoenix Elementary District #1
125 East Lincoln
Phoenix, AZ 85004
(602) 257-4068

ALAMEDA UNIFIED SCHOOL DISTRICT
ALAMEDA, CALIFORNIA

Principal's leadership and support key elements in project success

Strong leadership
Professional development/training
Evaluation used to improve project

Students in grades K-5 receive instruction in reading, mathematics, oral and written language. Participants are grouped according to placement tests and attend project classes before and/or after the regular school day.

The principal gives support and leadership to the project in a variety of ways. At staff meetings teachers give project reports and receive information about the project. Project students receive schoolwide recognition for their accomplishments. The principal keeps parents and community groups informed about the project. Perhaps most important, the principal is directly involved in the program through daily visits to both Chapter 1 labs and regular classrooms.

Teachers and aides meet weekly to plan and discuss the project, and consultants work with teachers on a regular basis. Teachers also participate in faculty meetings devoted to sharing and discussing research findings. Teachers and aides also attend conferences and workshops.

Staff evaluate the project's strengths and weaknesses, and they use evaluation results to develop plans and timelines. Numerous decisions on using personnel, acquiring materials and training staff were reached as a result of reviewing evaluation results.

Contact: Pat Klaus
Longfellow School
Alameda Unified School District
2200 Central Ave.
Alameda, CA 94501
(415) 522-6700 Ext. 386

HEALDSBURG UNION HIGH SCHOOL
HEALDSBURG, CALIFORNIA

Tapes with music and sound effects bring stories alive for limited readers.

Appropriate materials, methods, approaches
Closely monitored student progress
High expectations for learning/behavior

This project's goal is to bring ninth and tenth grade students up to grade level in reading and math skills. Students may receive instruction in reading, math, oral language and language development, depending on their needs.

Chapter 1 math students receive special tutoring to help them reach the instructional goals of their regular math classes. This is done by using an individualized program allowing for differences in ability, attendance and skill levels.

Reading students listen to tapes of stories as they read them. The tapes permit the students to learn aurally as well as visually. Hearing the words, often set to music and with other sound effects helps frustrated readers have greater success and pleasure in reading. Students also do a considerable amount of writing. Assignments include analyzing quotations, writing paragraphs, short stories and poetry.

In both programs, student progress is monitored in several ways. Teachers display progress charts in the classroom, and they quickly correct and return assignments. Parents are regularly informed of student progress. Staff attempt to place students in classrooms where they need not fail if they make consistent effort. Math students repeat units and work practice problems until they have mastered each skill. Chapter 1 aides, student aides and volunteers monitor and assist students.

High expectations are conveyed by permitting students to challenge mathematics units or exercise tests. Credit is given if the criterion for passing is reached.

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Contact: Barbara McConnell
Healdsburg Union High School District
1024 Prince St.
Healdsburg, CA 95448
(707) 433-3301

NEWPORT-MESA UNIFIED SCHOOL DISTRICT NEWPORT BEACH, CALIFORNIA

Students learn reading and mathematics in a positive learning climate

High expectations for learning/behavior
Appropriate materials, methods, approaches
Positive climate

Pomona School's Project Catch-Up provides remedial reading and mathematics instruction to students in grades K-6. Project staff diagnose learning problems, prescribe individual learning plans and provide extensive lab instruction. Teachers, aides and parents work with students, and a child study team is responsible for placement and educational planning.

Project staff maintain a positive learning climate for students. To help students make progress in weak areas, teachers break work into manageable units and focus on only one or two skills at a time. This allows each student to experience success every day. In addition, teachers make a special effort to have at least one positive contact with each student daily. Teachers work to improve children's attitudes toward learning and to improve parents' attitudes toward their children and the project. Teachers strive to create self-confidence in children by expressing affection and confidence in their ability to learn.

Math and reading instruction takes place in colorful, well-equipped laboratories. Students work at their own pace with materials geared to their needs and abilities. Continuous diagnostic testing assures that each skill is mastered before the next is introduced. Laboratory equipment and materials add variety to children's instructional programs. On Fridays, teachers lead games related to students' work. These "game days" give students a reward for working hard all week.

Contact: Rosemarie Bodrogi
Newport-Mesa Unified School District
P.O. Box 1368
Newport Beach, CA 92663-0368
(714) 760-3300

LAWRENCE COOK
JUNIOR HIGH SCHOOL
SANTA ROSA, CALIFORNIA

Junior high students receive Chapter 1 instruction in their regular classrooms

Appropriate materials, methods, approaches
Coordination with other programs
Positive climate

Regular classroom teachers use Chapter 1 materials, supplies and assistants to provide services to Chapter 1 students in reading and mathematics.

Students receive intensive remedial instruction in the School Within A School (SWAS) program. Chapter 1 supplements SWAS classes by providing instructional assistants, books and other materials. The Chapter 1 program provides an extensive orientation each summer for sixth graders scheduled to participate in the fall. This orientation helps students prepare for the scheduling and academic requirements of junior high school.

Proposed materials and strategies are screened for relevance to goals and objectives, readability, applicability, flexibility, and innovativeness. A project resource center houses a variety of materials for teachers to preview and use. Materials are regularly reviewed for effectiveness.

The Chapter 1 skills specialist teacher meets periodically with regular teachers to plan and coordinate instruction. A needs assessment and planning process is conducted each year to further coordinate the school's Chapter 1 and regular programs. Chapter 1 staff participate in staff meetings, department meetings and the Principal's Advisory Council.

Positive public relations in feeder schools and a strong discipline method enhance school image and result in positive school climate.

Contact: Richard B. Hunt
City of Santa Rosa High School District
217 Ridgway
Santa Rosa, CA 95401
(707) 528-5357

PUEBLO SCHOOL DISTRICT #60
PUEBLO, COLORADO

Individual achievement, parent involvement emphasized in PRIDE project

Closely monitored student progress
Parent/community involvement
Appropriate materials, methods, approaches

In the Prescriptive Individualized Diagnostic Education (PRIDE) project, student monitoring involves use of a profiling system which includes background information, diagnostic testing information, affective needs assessment data and an individualized educational plan for each student. Teachers also carefully observe and interact with students, participate in weekly teacher team meetings and conduct student-teacher conferences.

In addition to holding regular Parent Advisory Council (PAC) meetings, staff conduct demonstrations and training sessions to enable parents to assist in instructing their children. Interested parents may also receive computer training, and they have the opportunity to assist teachers and aides in the classroom. A Parent Community Worker, who serves as a liaison between the school and the community, has organized activities such as parent effectiveness workshops. A Parent Room with resources for parents' use is open during school hours. Many parents have attended conferences organized by the district PAC, and many are involved in evaluating the Chapter 1 programs.

The project features a summer school program (PRE-FIR) for kindergarten students who need additional reading readiness activities to succeed in first grade. Reading and language activities in the regular PRIDE program are individualized, with students working one-on-one with teachers and in small groups. Throughout the program, Chapter 1 support is closely coordinated with classroom progress.

Contact: John Garnett
Pueblo School District #60
P.O. Box 575
Pueblo, CO 81003
(303) 549-7150

BRIDGEPORT PUBLIC SCHOOLS
BRIDGEPORT, CONNECTICUT

Aides help students improve math skills, motivation

Closely monitored student progress
Regular feedback/reinforcement
Evaluation results used to improve project

Staff members maintain progress charts to guide teaching activities and to study students' long-term math achievement. This chart shows when each essential skill was studied, who provided instruction and what each student's strengths and weaknesses are.

When a student is satisfied that he/she has acquired a math skill, the student requests a conference with a program assistant. The assistant either determines that the skill has been mastered or provides additional instruction or assignments. Giving students the responsibility for assessing and plotting their own math progress motivates them to improve their performance.

Reports to parents list skills the students have mastered and include staff comments about students' progress. In addition, four parent-teacher conferences are scheduled each year.

From application of evaluation results, staff members have made several important changes. These include reserving 15 percent of the program capacity for presently enrolled students who continue to have great needs, improving parent-staff communications and improving communication between program staff and regular teachers. Staff have also begun providing parents with instruction in the math their children are learning, so they can better help their children at home.

Contact: Juan Lopez
Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604
(203) 576-7879

RED CLAY CONSOLIDATED SCHOOL DISTRICT WILMINGTON, DELAWARE

Strong leadership and extensive staff development enhance Chapter 1 project

Strong leadership
Closely monitored student progress
Professional development/training

Effective leadership has made this large-scale project (65 staff, and more than 50 volunteers) a successful one. Curriculum and instructional leadership are provided by the project director, who is highly knowledgeable of supplementary education programs, techniques, methods, materials and instructional activities. Staff members also attribute the project's success to the director's accessibility and the high expectations she holds of students, staff and administrators.

The project's philosophy is "all students can be successful if given the time, appropriate materials, and the support structure they need." Staff monitor students' success using daily assignments, test results, skill charts and other records, and teacher observations. Individual educational plans are reviewed periodically.

Numerous staff development activities are provided, and release time is given for workshops conducted by the project director. Staff development topics include the use of computers, reading skill development, evaluation techniques, diagnostic-prescriptive techniques, curriculum development and administrative planning. Staff also attend conferences presented by professional associations and commercial publishers. Evening courses and summer computer classes with inservice credits are also offered.

Contact: Gladys M. Glover
Red Clay Consolidated School District
1400 Washington St., P.O. Box 869
Wilmington, DE 19899
(302) 651-2666

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA WASHINGTON, D.C.

Coordination the key to success in large, district-wide project

Coordination with other programs
Closely monitored student progress
Regular feedback/reinforcement

This project features computer-assisted instruction (CAI) as an intervention for increasing the competencies and performance of identified students in the areas of reading and mathematics. The three-step collaboration process ensures coordination between Chapter 1 and the regular school program. First, the CAI and classroom teachers determine the skills students need to meet required competencies. Next, the collaboration on the instructional plan allows Chapter 1 teachers and regular teachers to develop educational plans and set schedules. Finally, Chapter 1 and regular teachers make certain that students receive instruction in the same skill area at the same time in both settings. Ongoing conferencing provides continued coordination of services. To further coordinate programs, Chapter 1 directors participate in districtwide administrative planning sessions and meetings of the district's instructional supervisors, while other staff persons participate in monthly regional superintendent's meetings, and citywide reading and mathematics department meetings.

The Learning Tripod, which consists of direct instruction, independent experiences and computer-assisted instruction, is a major strategy for implementing the instructional program within the computer laboratory. Student progress is monitored with the help of the project's computer-managed instruction system, which makes needed information immediately accessible. Diagnostic data are made available through the management system. Students receive instant feedback on their progress, and computer generated reports are prepared for classroom teachers and parents to review.

Contact: Anne W. Pitts
Public Schools of the District of Columbia
Lenox Administrative Unit
5th and G Streets, S.E.
Washington, D.C. 20004
(202) 724-4757

VOLUSIA COUNTY SCHOOL DISTRICT DAYTONA BEACH, FLORIDA

Parent support, strong leadership help students to build reading skills and self-esteem

Parent/community involvement
Strong leadership
Maximum academic learning time

Parents are involved in planning, implementing and evaluating the project. They participate in surveys and public meetings, and they receive regular visits from the home-school liaison teacher. They also attend parent workshops, where they learn to help their children in reading at home. The home-school liaison teacher presents progress reports twice yearly, at which time the teacher suggests ways for parents to support their children's skill development.

Communication, support and leadership are important to the project's success. The project director communicates goals and standards clearly and frequently reinforces them. She holds high expectations of students and staff, and she encourages staff to keep abreast of current research and trends. The director also provides an open forum for participating in decision making, and she establishes a sense of well-being and team participation among staff members. She also monitors project operations and maintains personal involvement with the project. School principals, too, provide leadership, by gaining broad-based school and community support for the project and by hiring outstanding Chapter 1 teachers.

Frequent, high quality inservice experiences are provided for Chapter 1 and regular teachers. Through inservice, teachers have learned to organize instruction to increase time-on-task and to use some behavior modification strategies to help students stay on task.

Contact: Sarah B. Brown
Federal Compensatory Education Office
P.O. Box 1910
Daytona Beach, FL 32015
(904) 255-7404 or 7405

GEORGIA DEPARTMENT OF OFFENDER REHABILITATION ATLANTA, GEORGIA

Correctional institution project supplements state-funded vocational education program

Coordination with other programs
Maximum academic learning time
Evaluation used to improve project

Project SAVE (Supplementary Academics for Vocational Education) operates at Georgia's Youthful Offender Correctional Institution. Male inmates aged 17-20 receive project services. Participants receive one hour of basic reading and math instruction daily, which supplements instruction provided by the state-funded vocational education program. Students progress at their own rates when learning sequential skills in both academic and vocational areas.

Instruction provided in Project SAVE is intended to help students perform better on vocational education tasks requiring reading and mathematics skills. Project staff, regular academic teachers and vocational technical instructors are jointly responsible for project content and skills instruction.

Instructional time for each student is maximized through individualized instruction. Direct teaching and monitoring time is increased through using inmate aides to perform routine, noninstructional tasks. Project students have access to instructional and leisure-reading material for use during their free time.

Evaluation findings have stimulated several project changes. The number of participants who are both pre- and posttested has increased. Learning objectives have been refined and strengthened. Program enrollment has increased, and project staff have worked to improve the evaluation methods used.

Contact: Don Howington
Georgia Department of Offender Rehabilitation
#2 Martin Luther King Jr. Drive
East Tower - Suite 654
Atlanta, GA
(404) 656-5492

WINDWARD OAHU SCHOOL DISTRICT KANEOHE, HAWAII

Project helps students modify own learning behavior

Closely monitored student progress
Evaluation used to improve project
Strong leadership

Project staff monitor students' progress through the project's Student Learning Behavior Profile. They compile information on the work habits, attendance, class behavior, study skills and personality of each student. This information helps students to understand their own learning behavior and its effectiveness, and to initiate changes which will help them succeed. It also provides teachers with the information needed to plan and deliver instruction for each student. The profiling system, together with testing results, enables teachers to identify students who are at high risk for academic failure and to do additional educational planning for them.

Evaluation results are used to bring about project improvements. Sustained effects testing is conducted every three years. Findings from the Student Learning Behavior Profile help both students and staff make adjustments which bring about greater program success.

Working with the project coordinator, the building principal replaced a system of pull-out Chapter 1 classes with instruction within the regular classrooms. Broad-based communication and involvement resulted in a smooth transition to the new system. The district also demonstrates effective leadership by providing inservice activities and professional development opportunities to Chapter 1 staff.

Contact: Frances Shimotsu
Windward Oahu School District
45-955 Kamehameha Hwy.
Kaneohe, HI 96744
(808) 247-5631

BONNER COUNTY SCHOOL DISTRICT #82 SANDPOINT, IDAHO

Project focuses on both preventing and remediating reading comprehension problems.

Clear project goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

Increasing reading test scores and improving student attitude are the primary goals of this project. Selection of these goals was based on a documented need to improve reading skills, the director's philosophy of teaching reading and teacher observations that students with adequate sub-skills frequently exhibit poor reading comprehension. These goals, and guidelines for achieving them, are communicated to teachers, parents and community members before the school year begins. Staff members discuss long- and short-term goals with students on a weekly basis, and students are frequently encouraged to assess their progress toward the goals.

Students spend 30-45 minutes a day working in groups of between six and eight students in the Chapter 1 classroom. Students learn from "real reading" books rather than special workbooks, and they often use texts from their regular classrooms. Chapter 1 teachers provide comprehension and study skill activities to meet the needs of different groups of students. In general, activities are aimed at teaching comprehension while preventing study skill problems in lower grades and remediating them in upper grades.

High expectations of students are communicated through the project's goal-setting procedures and progress monitoring. During the project's Bridge to Learning celebration, student products are displayed and accomplishments are acknowledged. This celebration serves as a vehicle for communicating positive expectations for achievement and behavior to students, parents and the community.

Contact: Susan C. Zoller
Bonner County School District #82
430 South Division
Sandpoint, ID 83864
(208) 263-2184

IDAHO FALLS SCHOOL DISTRICT
IDAHO FALLS, IDAHO

English as a Second Language project prepares migrant students to succeed in regular school programs

High expectations for learning/behavior
Regular feedback/reinforcement
Coordination with other programs

This Chapter 1-Migrant program provides English as a Second Language (ESL) instruction to migrant students in grades K-12. Aides tutor project students daily. The project also offers a summer program.

The project's goal is to mainstream students as quickly as possible. Students are mainstreamed as soon as they have sufficient English speaking and reading skills to participate in regular classroom activities. Lesson plans are written with this self-sufficiency goal in mind, and students chart their progress in acquiring language skills in various areas. Project staff convey to students that they are capable of achieving this goal, and they provide continual encouragement and praise. The project capitalizes on the students' strong motivation to learn English. Behavior problems in project classes are rare.

Project staff regard feedback and reinforcement as key elements in building student self-esteem. Each student prepares an "All About Me" book filled with qualities that make that person unique. Reading incentive charts indicate the number of books each student has read. Stickers, certificates and other forms of acknowledgment are given to students and parents.

Project activities are coordinated with the regular program and are designed to prepare students for regular program participation. The project is also coordinated with district Chapter 1 programs, student support services, special education and the district-funded Limited English Proficiency program.

Contact: Wallace S. Manning
Idaho Falls District 91
690 John Adams Parkway
Idaho Falls, ID 83401
(208) 522-7490

NEW PLYMOUTH
SCHOOL DISTRICT #372
NEW PLYMOUTH, IDAHO

Project achieves increasing success through parent involvement

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

The Chapter 1 project is coordinated with other school programs in several ways. Skills taught each week in regular classes are reinforced in Chapter 1 classes. Chapter 1 and regular teachers share instructional objectives, and they engage in joint planning and frequent communication. Procedures have been established for coordination and referral among Chapter 1, Migrant and Special Education programs.

Parents are involved in the project through a very active Parent Advisory Council (PAC). In addition, many parents help their children at home through the Home Reading and Math Program. Participating parents sign forms verifying their activities, and Chapter 1 staff send thank-you notes acknowledging their support. Extensive parent participation in this program is credited with the increasing success of the project.

The project features both pull-out and in-class activities, as well as a six-week summer program. Pull-out classes are scheduled so students miss only one period of regular class per day. Direct teaching is emphasized in the project, with instructional approaches varying to meet the needs of individual students. Print and nonprint resources enhance individual instruction and reinforce skills taught in the regular classroom. Study skills are also incorporated into the program, since one program goal is to have students take responsibility for their own learning.

Contact: Lynda Hall
New Plymouth School District #372
P.O. Box 388
New Plymouth, ID 83655
(208) 278-5333

BLOOMINGTON PUBLIC SCHOOLS, DISTRICT 87
BLOOMINGTON, ILLINOIS

7th Grade Prep project helps sixth graders to gear up for success in junior high

Clear goals and objectives
Coordination with other programs
Appropriate materials, methods, approaches

The project focuses on skill development in reading, writing composition, spelling, spoken language and geography, in addition to fostering study skills, academic survival skills and application skills. Clear, measurable objectives are developed and communicated for each skill area.

Fifth and sixth grade teachers refer students to the program; they meet with Chapter 1 teachers to discuss each potential participant. Both formal and informal planning and communication occur between Chapter 1 and regular junior high teachers.

Individual plans for participants are developed based on teachers' assessments, skills checklists and test scores. Instructional approaches include use of reading centers, group and individual instruction, hands-on activities, and listening exercises. Students use the Apple IIe computer for a variety of reading, language and spelling tasks. Students use the word processor to write reports, essays, short stories and letters. During transition periods in the classroom, students play simple, one-to-five minute educational games. This technique makes maximum use of student time. Routines are established for completing and returning homework, and outside reading is expected and rewarded. Materials for parent-assisted instruction are prepared for use in the school year and during the summer following project participation.

Contact: Richard E. Darnall
Bloomington Public Schools, District 87
300 East Monroe St.
Bloomington, IL 61701
(309) 827-6031

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BLOOMINGTON PUBLIC SCHOOLS, DISTRICT 87 BLOOMINGTON, ILLINOIS

1st Grade Prep helps children prepare for elementary school

Clear goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

The 1st Grade Prep project is a full-day instructional program for children who have completed kindergarten, but are not ready for first grade. To help prepare them, staff provide activities in language development, listening skills, basic math, reading concepts, work habits and motor skills. Goals and objectives in each of these areas are clearly specified and communicated throughout the school and community.

Within a highly structured classroom, children participate in a hands-on approach to learning. The project reinforces fine and gross motor skills, listening skills, ability to follow directions, logical thinking ability and reading skills. Art and music activities are included. Clear rules, directions and expectations are emphasized, which helps students learn appropriate school behavior. This feature contributes to a comfortable and secure environment and enables children to understand their responsibilities.

Chapter 1 teachers set challenging but attainable expectations for project children. The project emphasizes appropriate school behavior, positive self-esteem and a healthy attitude toward learning. Methods of reinforcing expectations and motivating students include progress charts, recognition of achievements through newsletters and assemblies, awards, and communication with parents.

Contact: Richard E. Darnall
Bloomington Public Schools, District 87
300 East Monroe St.
Bloomington, IL 61701
(309) 827-6031

CHICAGO PUBLIC SCHOOLS
CHICAGO, ILLINOIS

Week-long "outdoor school" enhances learning experiences

Appropriate materials, methods, approaches
High expectations for learning/behavior
Positive climate

Outdoor Education and Camping Activity provides inner-city students in grades 1-8 with coeducational, residential outdoor experiences. Camp activities supplement the schools' regular academic programs, allowing students to apply knowledge learned in the classroom to first-hand experiences. Children are taught by classroom teachers, resident camp teachers and specialists. Parents and teacher aides also participate, and college and high school students serve as cabin counselors. Participants spend five days and four nights at the Outdoor Education Center.

All subjects studied relate to the children's reading activities. Subjects include geology, weather, outdoor math, astronomy, plants, pond life, microbiology and animals. Indian lore, language arts and social studies are also offered. Students begin learning about each subject in a classroom, and teachers reinforce and elaborate on material after the class returns to the regular school.

Self-image and a sense of individual worth are developed by giving each student opportunities to experience success. Children are given responsibilities and receive acknowledgement for meeting them. Some of the responsibilities and leadership activities introduced at camp, such as welcoming and orienting visitors, can be adapted to the regular school setting, and teachers continue to assign and reinforce them.

Contact: W. Frank Perry, Director
Bureau of ECIA Chapter 1 Programs
1819 West Pershing Rd. – 6E
Chicago, IL 60609
(312) 890-8149

CHICAGO PUBLIC SCHOOLS
CHICAGO, ILLINOIS

Guidance Center counsels elementary school children and their families

Parent involvement
Clear goals and objectives
Appropriate materials, methods, approaches

The district's Family Guidance Center provides counseling to families of Chapter 1 students showing behavioral and/or emotional problems which interfere with learning. The program's goals include reducing family tensions, improving family communications, helping family members develop problem-solving and decision-making skills, and developing positive self-concepts. Participants are referred by teachers and other school staff.

Family members participate in weekly counseling sessions over a period of 12-15 weeks. During this time, the counselor consults with school staff on the family's situation and needs. Family members are encouraged to express their problems and feelings, and the counselor helps develop problem-solving and decision-making skills. The Chapter 1 child is seen individually and with other family members. Psychological testing instruments are used with each child, and play therapy materials are used to ease tension and encourage self-expression. Counseling services are supplemented by psychological, psychiatric and other referral services as needed. Treatment ends when the child appears able to function successfully in school. Students, parents and school personnel participate in evaluation of the program.

Contact: W. Frank Perry, Director
Bureau of ECIA Chapter 1 Programs
1819 West Pershing Rd. – 6E
Chicago, IL 60609
(312) 890-8149

COBDEN UNIT SCHOOL DISTRICT #17
COBDEN, ILLINOIS

Computers help plan and deliver instruction and monitor student progress in reading and math

Appropriate materials, methods, approaches
Closely monitored student progress
Regular feedback/reinforcement

The project provides individualized instruction in reading in grades 2-5 and in mathematics for grades 3-5. In each program, students leave their regular classrooms for a half hour each day to work in groups of five to seven. In addition, a one-month math and reading program is offered during June.

Each program has its own classroom. In the math program, students at all levels use Apple computers for drill and practice on math skills. The teacher also uses the computer as an administrative aid for recordkeeping, student monitoring and developing educational prescriptions for each student. The reading program makes use of the Computer-Assisted Diagnostic Prescriptive Program (CADPP). This program prescribes learning activities based on individual achievement, channels students to learning centers to learn and reinforce skills, tracks individual progress, and maintains continuous progress reports for students, teachers and parents. In both programs, staff members take care to vary instructional materials and methods. Computer tracking of materials used by each student prevents duplication.

Careful monitoring along with daily feedback are provided on skills students have mastered and skills they need to develop. The computer provides immediate feedback and gives scores for each student's performance on each lesson.

Contact: Dorris L. Garner
Cobden Unit School District #17
P.O. Box 158
Cobden, IL 62920
(618) 893-2313

DEKALB COMMUNITY UNIT SCHOOL DISTRICT #428 DEKALB, ILLINOIS

Computers help Chapter 1 students improve skills, attitudes toward learning

Strong leadership
Parent/community involvement
High expectations for learning/behavior

This is a pull-out program in which students work independently or in groups of four or less, depending on individual need. Thirty-minute reading sessions are held five times a week, and math sessions are held three times weekly. Microcomputers are used extensively for teaching and reinforcing skills.

The project director is responsible for all aspects of inservice for Chapter 1 staff, including training teachers to use computers in the project. The director also gives numerous conferences and workshop presentations on using computers for remedial instruction, in addition to serving as a consultant to a state consortium on computer use in schools. The director conducts site visits to project schools, reviews student files, holds discussions with project staff and reviews project operations with building principals.

The project's active Parent Advisory Council (PAC) provides planning input and support. Parents also participate in instruction through take-home activities and through a project component in which children read aloud to parents. Chapter 1 staff also work with the Reading Clinic at Northern Illinois University, where project students receive limited after-school and summer tutoring free of charge.

The project uses computer activities to motivate students, and students gain computer expertise as a result. This process helps students establish and maintain positive expectations for success, and it improves student attitudes toward learning.

Contact: JoAnn Desmond
Tyler School
Alden Circle
DeKalb, IL 60115
(815) 758-7431

GRANITE CITY COMMUNITY UNIT SCHOOL DISTRICT #9
GRANITE CITY, ILLINOIS

Teachers spend one day each week pursuing the project's many non-instructional duties

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

Four days a week Chapter 1 teachers provide Project Lift-Off students with instruction in reading, math, language arts and (for kindergarten children) visual perception activities. Teachers spend the remaining one day a week on duties which enhance program coordination, monitoring and planning. These duties include holding parent-teacher conferences, screening participants, scoring tests and evaluating results, writing diagnostic profiles, keeping student records, writing individualized education plans for students, consulting with other school staff, and attending inservice meetings and other professional development activities.

Computer assisted instruction is used extensively in the project. This provides students with immediate feedback on their work. The computer also serves as a motivator: it engages students' senses of sight, sound and touch, which interests and appeals to them. Each student pursues one teacher-selected and one student-selected computer activity during each class period. A variety of other print and non-print media are used in the project.

Yearly evaluation reports are shared with all interested parties, and outcomes are used to guide program direction. For instance, evaluation results are used to develop and implement the project's current CAI component.

Contact: Gary L. Pfroender
Board of Education
20th & Adams
Granite City, IL 62040
(618) 876-6600

COMMUNITY HIGH SCHOOL DISTRICT #218 OAK LAWN, ILLINOIS

Classroom, tutorial and support services provide holistic approach to serving high school students

Clear goals and objectives
Appropriate materials, methods, approaches
Closely monitored student progress

Chapter 1 services in this district include the Intensive Basic Skills (IBS) program, the Tutorial Assistance Program (TAP), and an array of support services. Program goals include providing a comprehensive and sequential math program which will help the greatest number of eligible students and increase students' achievement in math. Other goals include making students more aware of their potential and raising their expectations for success, increasing teachers' involvement and effectiveness in working with underachieving high school students, and incorporating a home/school team approach to learning. Methods of attaining and measuring success are clearly specified. These are communicated to parents, students, school staff and community members through presentations, publications and other channels.

The IBS component provides remedial math classes, and the TAP component provides tutorial labs in math skills. Support services include small-group sessions on topics such as goal setting, study skills and school belonging. On site leadership and management, home visits and on-going parent contact are other support services. The IBS program utilizes a mastery learning approach, and microcomputers enhance motivation and achievement. The three program components provide a holistic approach to meeting student needs, addressing emotional and developmental needs as well as academic ones. Careful student monitoring and feedback on student progress takes place within each component.

Contact: Beverly Guzy
Community High School District #218
10701 S. Kilpatrick Ave.
Oak Lawn, IL 60453
(312) 424-2000

SOUTH BEND COMMUNITY SCHOOL CORPORATION
SOUTH BEND, INDIANA

Student-aide ratio of 2:1 maximizes quality learning time for LASAR students

Strong leadership
Maximum academic learning time
Appropriate materials, methods, approaches

Project LASAR (Language Arts Survey and Remediation) provides supplemental skill development activities in four areas: word attack, comprehension, vocabulary and writing skills. Students attend daily 30-minute sessions in groups of 8-12.

The project director's leadership functions include following careful hiring procedures, providing staff development activities, providing opportunities for staff to attend conferences and visit other programs, conducting weekly staff meetings, and carrying out various other communication, coordination and administrative responsibilities. Building principals also contribute instructional and administrative support. Both the project administrator and building principals seek to establish positive relationships with parents and community members.

The 2:1 student-aides ratio maintained in the project maximizes the quality of instructional time. Students work only on skills they have not mastered. Each day's 30-minute period is devoted to work in all four project areas, sustaining student interest through varied activities.

A variety of approaches is used to teach each skill: verbal interaction between individual students and aides, worksheets, manipulatives, learning games and audiovisual equipment. Students participate in selecting materials to be used, and staff attempt to match teaching techniques to the learning style of each student. Instructional materials and methods are reviewed and updated regularly, and students are involved in this process.

Contact: James E. Parent
South Bend Community School Corporation
635 South Main St.
South Bend, Indiana 46601
(219) 282-4181

SOUTH BEND COMMUNITY SCHOOL CORPORATION SOUTH BEND, INDIANA

Calculator used to improve math skills

Strong leadership
Appropriate materials, methods, approaches
Evaluation used to improve project

Leadership functions of the project director include careful hiring procedures, provision of staff development activities, provision of opportunities for staff to attend conferences and visit other programs, conducting weekly staff meetings, and various other communication, coordination and administrative responsibilities. Building principals also contribute instructional and administrative support. Both building principals and administrators seek to establish positive relationships with parents and community members.

The calculator contains 70 programs to help children master specific computational skills. Once a child's beginning skill level has been determined, the calculator is used to present computational problems one at a time. The child works the problem by hand and inputs the answer. The calculator records the answer, notes when it is not correct and summarizes the child's performance on a set of problems. Printed results enable teacher aides to monitor students' progress. Students also engage in chalkboard activities, oral drills, and learning games and puzzles. Students participate in the selection of these activities.

Adjustments have been made in response to project evaluation findings. For instance, the project now includes more retests on skills, and changes have been made in the sequence in which skills are taught.

Contact: James E. Parent
South Bend Community School Corporation
635 South Main St.
South Bend, IN 46601
(219) 282-4181

VALPARAISO COMMUNITY SCHOOLS
VALPARAISO, INDIANA

FROG project motivates students to improve reading skills

High expectations for learning/behavior
Parent/community involvement
Maximum academic learning time

The FROG (Fluent Reading: Our Goal) project provides instruction in reading skills, including decoding, encoding, comprehension, study skills and literary skills. The project emphasizes direct instruction and utilizes interactions among pupils. Students of varying grade levels are served in the pull-out program.

High expectations are communicated using unique motivational techniques. For example, students participate in a series of B.E.A.R. (Be Enthusiastic About Reading) activities, which include receiving a visit from a bear-suited person distributing memo pads with a bear logo. An even more unusual activity was the "Friday Night Live" activity held at one project school. Students spent the evening reading at the school, stayed overnight in sleeping bags and ate breakfast prepared by parent volunteers. A local radio station announced hourly how many pages the students had read. Students also become involved in local and national reading contests.

Parents receive written communications, participate in meetings and individual conferences, provide evaluation input, and assist with prescribed review and reinforcement at home or as volunteer aides. Community members, including local artists and sorority members, have provided support by means such as donating graphics and funding student awards.

Contact: Myrna McMurtry
Valparaiso Community Schools
405 N. Campbell St.
Valparaiso, IN 46383
(219) 462-5157

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT CEDAR RAPIDS, IOWA

Small group instruction and CAI contribute to success of elementary reading center

Appropriate materials, methods, approaches
Closely monitored student progress
Strong leadership

This project is designed to help students in grades K-6 to acquire basic reading skills needed at their developmental level. Student needs are determined using diagnostic tests in language development, word analysis, comprehension and study skills. Instruction, which takes place in a reading center, utilizes materials and strategies that provide both challenges and success. (CAI) computer assisted instruction is used, primarily for developing language experience stories with students. Small group instruction (usually four students per staff member) allows for close attention to individual students' needs. Instructional materials and teaching procedures are continually reviewed and revised.

Progress is carefully monitored using Student Record Charts, which provide a comprehensive record of each student's psychological, ITBS, basal reader and pre/post skills tests. It also provides a record of instructional materials, methods of accomplishing objectives and teacher observations.

The project coordinator provides effective leadership by providing support to a well-qualified staff of reading specialists, providing staff development opportunities, efficiently conducting administrative tasks, maintaining communication with parents, and being involved in professional associations, conferences and meetings. Principals work with Chapter 1 staff on program planning, integrating the program into the overall curriculum and evaluation.

Contact: Arlene A. Thompson
Cedar Rapids Community School District
346 Second Ave., S.W.
Cedar Rapids, IA 52404
(319) 398-2111

WATERLOO COMMUNITY SCHOOL DISTRICT
WATERLOO, IOWA

Daily logs help staff coordinate Chapter 1 project with other school programs

Coordination with other programs
Strong leadership
Appropriate materials, methods, approaches

Children in grades 1-5 spend 30 minutes a day working on reading skills. Children work in groups of five on such skills as word attack, comprehension and sight vocabulary development. Activities are designed to promote positive student self-images.

Coordination with other school programs is achieved in several ways. Chapter 1 teachers keep daily logs, which describe their discussions with regular teachers. These logs are reviewed by the building principals, and they are used by the teachers themselves as an aid to instructional planning. Chapter 1 teachers are involved in the schools' regular parent-teacher conferences, and they participate in the district's Teacher Effectiveness Program. The project director is a member of the district's curriculum and instructional planning council.

The project employs an education specialist, who provides information and training on effective teaching techniques and other staff development activities. The specialist also assists staff in assessing student achievement and works with the director on planning for program improvement. Project leaders and building principals provide information and support to school staff, parents and community members. The project also employs a parent coordinator, who helps develop educational activities for parents and who serves as a general home-school liaison.

Contact: Dorothy Winter
Waterloo Community School District
Administration Building
1516 Washington St.
Waterloo, IA 50702
(319) 233-8461

UNIFIED SCHOOL DISTRICT #500 KANSAS CITY, KANSAS

Student progress closely monitored in learning centers

Closely monitored student progress
Appropriate materials, methods, approaches
Regular feedback/reinforcement

To conduct the Reading and Math Learning Centers program, teachers and aides are trained in implementing a commercial math and reading curriculum.

A recording system called a Weekly Center Report is used to monitor student progress. Entries are made hourly into a permanent record, which describes each child's mastery of skills introduced. Learning center teachers check each child's record daily. They also listen to taped lessons with students and provide tutoring as needed. Pilot computer record keeping systems are being used in some learning centers.

Instruction is provided to students of varying skill levels and students receive immediate reinforcement of desired learning behaviors. Each student works independently in a study carrel equipped with a tape player, headset and marking pen. Students bring appropriate materials, and teachers and aides help when needed. The program design features step-by-step instructions, active responses, immediate feedback and self-pacing.

Teachers and aides enter check marks on response sheets when students master lessons. Students may accumulate these and exchange them for rewards such as certificates, pictures and free time. When a student attains certain skill levels, staff send home a formal letter informing parents of their child's progress.

Contact: Walter L. Davies
U.S.D. #500
625 Minnesota Ave.
Kansas City, KS 66101
(913) 621-3073

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Paraprofessionals tutor math project students in special tutoring stations and regular classrooms

Maximum academic learning time
Closely monitored student progress
Appropriate materials, methods, approaches

In the Progammed Tutoring Math project, paraprofessional aides provide 15-30 minute tutoring sessions to students in grades 1-5. The content of these sessions is based on each student's test results and on agreements between regular teachers and project staff. To use learning time efficiently, project staff set up tutoring stations near students' classrooms and use timers during sessions. Students are taught that instruction begins once the timer is set, and it continues until the timer goes off.

Project staff are also implementing a pilot project in which tutors work with individual students within the regular classroom. Both approaches feature one-to-one instruction, the use of paraprofessionals, positive reinforcement and close coordination of regular and Chapter 1 math programs.

A folder is kept for each participating student. Folders contain attendance records, results of diagnostic tests, prescriptions, recording sheets, all skills tutored, results of mastery tests and a record of conferences with the classroom teacher. Other monitoring procedures include consultations among those affected by the project, compilation and analysis of interim data, and use of data to determine appropriate changes in the project. (See next profile.)

Contact: Joseph McPherson
Durrett Education Center
4409 Preston Highway
Louisville, KY 40216
(502) 456-3006

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Paraprofessionals tutor reading project students in special tutoring stations and regular classrooms

Maximum academic learning time
Closely monitored student progress
Appropriate materials, methods, approaches

In the Programmed Tutoring Reading Project, paraprofessional aides provide 15 to 30 minute tutoring sessions to students in grades 1-6. The content of these sessions is based on reading test results and on agreements between project teachers and regular staff. To use learning time efficiently, project staff set up tutoring stations near students' classrooms and use timers during sessions. Students are taught that instruction begins once the timer is set, and it continues until the timer goes off.

Project staff are also implementing a pilot project in which tutors work with individual students within the regular classroom. Both approaches feature one-to-one instruction, the use of paraprofessionals, positive reinforcement and close coordination of regular and Chapter 1 reading programs.

A folder is kept for each participating student. Folders contain attendance records, results of diagnostic tests, prescriptions, recording sheets, all skills tutored, results of mastery tests and results of conferences with the classroom teacher. Other monitoring procedures include consultations among those affected by the project, compilation and analysis of interim data, and use of data to determine appropriate changes in the project. (See previous entry.)

Contact: Joseph McPherson
Durrett Education Center
4409 Preston Highway
Louisville, KY 40216
(502) 456-3006

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

High school students earn Engish credits in reading lab

Appropriate materials, methods, approaches
Regular feedback/reinforcement
Positive climate

Students in grades 9-12 receive English credit for the High School Reading Lab, which they take in addition to regular English classes. The maximum student-adult ratio in the lab is 7:1. During individual conferences with the teacher, students help establish their own instructional objectives. Instructional materials and strategies are many and varied, and they are applied according to students' interests and needs. All students use microcomputers for drill and practice, conceptualizing activities, gaining basic computer literacy and developing writing skills. Study skills are a major focus of the curriculum.

Each student maintains an individual profile chart where progress is recorded. Students confer regularly with teachers to assess progress and revise work plans. This helps to maintain students' awareness of and pride in their progress. The program is success-oriented, with students working toward self-developed goals and making use of professional guidance.

Returning school dropouts receive special consideration and help. Through a structured system, students may earn credit for English courses previously failed due to reading deficiencies. Grades are based on students' participation in seminars, completion of assignments and mastery of prescribed skills at an appropriate level and pace.

Contact: Joseph McPherson
Durrett Education Center
4409 Preston Highway
Louisville, KY 40216
(502) 456-3006

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

After-school institutional project supplements basic skills instruction for students in grades K-12

Clear goals and objectives
Coordination with other programs
Regular feedback/reinforcment

This project serves children in grades K-12 who live in institutions for neglected or delinquent youth. Diagnostic-prescriptive, individualized instruction is provided in reading, language arts and mathematics. Goals are clearly specified and communicated to everyone affected by the project. Data are collected, compiled and analyzed every eight weeks to insure that progress toward objectives is occurring.

In ten of the twelve project locations, instruction is provided after the regular school day. All project activities complement regular classroom instruction. The average student-teacher ratio is 3:1 (maximum is 5:1), and the average amount of instruction provided weekly is 120 minutes (minimum is 80 minutes). Regular classroom teachers provide input for project operations. Student achievement, attitudes and progress are shared and discussed at regularly scheduled conferences involving Chapter 1 staff, institution staff and students.

Students receive feedback through mastery tests and through progress reports completed by Chapter 1 teachers for each eight-week instruction period. Students have "surrogate parents" at the institution, and progress reports are shared with them and with regular classroom teachers. Real parents, too, receive information on their children's progress as appropriate. Conferences with institution staff occur at least once during each eight-week period. These conferences are documented in students' folders.

Contact: Joseph McPherson
Durrett Education Center
4409 Preston Highway
Louisville, KY 40216
(502) 456-3006

IBERIA PARISH SCHOOL DISTRICT
NEW IBERIA, LOUISIANA

Paraprofessionals work with regular teachers to provide remedial help

Strong leadership
Coordination with other programs
Evaluation used to improve project

In the Iberia Remedial/Tutorial Project, paraprofessionals provide remedial reading, language arts and math instruction to students in grades 1-6 at 22 schools. About two-thirds of the instruction takes place in pull-out classes, the rest in regular classrooms.

A screening/hiring process developed by the project director has been disseminated statewide and adopted by other Chapter 1 programs. The director has also demonstrated leadership by participating in district-wide instructional planning, by using evaluation data to bring about project improvements and by fostering positive school/community relations.

Initial instruction is provided by the classroom teacher, who diagnoses weaknesses and sets remediation objectives. Project staff then provide supplemental instruction. Weekly conferences between classroom teachers and project staff are devoted to review and planning. Chapter 1 staff and staff of special education, migrant education and other programs conduct joint planning sessions to insure coordination and avoid duplication.

Process evaluation is conducted to examine student selection procedures, facilities, instructional equipment and materials, inservice activities, and instructional effectiveness. Project activities are modified as needed in response to evaluation results.

Contact: Mary Jo Ackal
Iberia Parish School District
1204 Le Maire St.
New Iberia, LA 70560
(318) 364-7641

MILLINOCKET SCHOOL DEPARTMENT
MILLINOCKET, MAINE

Project emphasizes positive learning environments and community involvement

Parent/community involvement
Positive climate
Strong leadership

The Aid to Underachievers in Reading program serves students within the classroom, outside the class and through team teaching in content areas. The program focuses on specific skill development, transferring skills to the regular classroom program, enhancing self-image and personal worth, and fostering enjoyment of reading.

Parents can become involved in guiding the program by participating in the Parent Advisory Council (PAC) and by providing input for program evaluation. Parents and community members are extensively involved as volunteers. Parents, as well as residents of senior citizen complexes and nursing homes, carry out instructional support projects such as making "minibooks," conducting story hours and taping texts. Others tutor children at home or at school, after receiving training from project staff.

Administrators and selected teachers from each of the district's five schools serve on a "climate committee". Members meet with the superintendent monthly to discuss ways to better foster positive school environments. Project staff members are trained in the theories developed by Madeline Hunter, and strive to promote effective learning and positive climates through her techniques.

Instructional leadership is provided by both the project coordinator and building principals. They promote communication and provide support, both within the schools and in the community. The superintendent, too, provides administrative and public relations support.

Contact: Gloria M. Ferland
Millinocket School Department
Aroostook Avenue School
Aroostook Avenue
Millinocket, ME 04462
(207) 723-8663

MONTGOMERY COUNTY PUBLIC SCHOOLS ROCKVILLE, MARYLAND

In-class project features highly trained aides and extensive parent/community involvement.

Parent/community involvement
Professional development/training
Evaluation used to improve project

Students in grades K-4 receive supplemental reading and mathematics instruction in their regular classrooms from teacher aides. The project's instructional program follows the established county curriculum, and project materials must meet district standards for quality and appropriateness.

An active Parent Advisory Council (PAC) helps guide project operations. Parent questionnaires are used to gather evaluation input and suggestions for improvement. The PAC's Committee for Program Review then incorporates parents' recommendations into a composite report, which is submitted to the project director. Parents participate directly in instruction by serving as classroom volunteers or by working with their children at home. Training for parent-assisted instruction is provided. More than a dozen community groups have provided special activities for Chapter 1 students.

Teacher specialists train aides who conduct the program. Instructional and behavior management skills are emphasized during training. Specialists also work closely with the PACs and help to set up project enrichment activities. Other staff activities have included producing a half-hour television program on staff-developed teaching techniques; receiving specialized training in working with low achievers; and attending conferences, workshops and university classes. Previous evaluation findings have been used to develop the current project structure and activities.

Contact: Lorraine Ziegler
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3416

ATTLEBORO SCHOOL DEPARTMENT
ATTLEBORO, MASSACHUSETTS

Close monitoring assures that students achieve objectives

Closely monitored student progress
Maximum academic learning time
Appropriate materials, methods, approaches

Learning Mathematics features instruction in groups of four to six for 30-45 minutes daily. This pull-out program serves students in grades 1-8.

Student progress is monitored using a management system which incorporates placement tests and criterion-referenced pre- and posttests to determine mastery of each objective. Chapter 1 teachers indicate on profile cards the dates each student began and completed work on assigned objectives. These profile cards become a part of the student's folder. Project teachers also use prescription sheets to identify activities for students to carry out to meet objectives.

Teachers usually begin their classes with a silent, timed math activity designed to reinforce skills presently assigned or just mastered. Students also receive assignments which reinforce objectives the student is working on in class and which have practical application in the home.

Students progress from concrete to pictorial to abstract mathematics activities using materials which engage all their senses. Students are grouped based on assigned objectives, grade levels, student personalities, learning styles, and building and teacher schedules. Effectiveness of project materials and strategies are assessed using input from teachers, students, the project director and an outside evaluator. Modifications are made as needed.

Contact: Mr. Francis R. Gorman
Attleboro School Department
Rathbun Willard Drive
Attleboro, MA 02703
(617) 226-1055

BOSTON PUBLIC SCHOOLS
BOSTON, MASSACHUSETTS

Staff reporting requirements assure high and consistent quality in multi-school, urban project

Clear goals and objectives
Appropriate materials, methods, approaches
Parent/community involvement

Students in grades 1-12 receive daily, full-period, individualized reading instruction in small-group settings. A pull-out system is used in most elementary schools, while Chapter 1 classes are part of students' class schedules at the secondary level.

Project performance objectives are based on those established for the regular curriculum. To assure that objectives are met, an informal diagnostic inventory is taken to determine individual student needs. Students then receive instruction based on performance objectives. A skills profile is maintained for each student, which assists teachers in planning and in monitoring student progress. Staff also administer tests and other instruments to measure mastery.

Teacher-paraprofessional teams provide instruction, using methods and materials selected by a subcommittee composed of administrators and teachers. High and consistent quality is assured through a management system which includes designing and planning objectives, staffing classrooms with qualified personnel, and close supervision through onsite visitations reported in forms specially designed to insure staff performance.

The Parent Advisory Council (PAC) provides advisory input. A Community Relations Office assists the PAC in such areas as budgeting, program planning, creating by-laws, nominating proposals, evaluating and assessing needs. Parent involvement includes classroom visitation as part of program evaluation.

Contact: Daniel S. Coughlin
Boston Public Schools
26 Court St.
Boston, MA 02108
(617) 726-6200, ext. 5200

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EVERETT PUBLIC SCHOOLS
EVERETT, MASSACHUSETTS

Extensive testing system used to plan instruction and track student progress

Closely monitored student progress
Parent/community involvement
Maximum academic learning time

Project Prime is intended to bring about improvements in reading, mathematics and student self-concept in grades 1-6. Students spend four or five 45-minute periods weekly receiving supplemental instruction.

Student progress is monitored chiefly through use of a criterion-referenced testing system. Using this system, staff can specify which skills each student has acquired and which skills are appropriate for the next instructional step. Informal assessment and evaluation activities supplement the project's extensive testing system.

The project employs a paid liaison aide who establishes and maintains communication among parents, teachers and administrators. Parents receive calls, notices and letters, and they attend open houses, teacher-parent conferences and monthly workshops. Many parent handbooks have been developed and disseminated. These assist parents in supporting their children's learning, offer safety hints, etc. The project allocates funds for parents to attend meetings and conferences.

Discipline policies in project schools help to preserve learning time. Project staff and regular teachers collaborate on scheduling, which further assures efficient use of time. Limited homework is given, accompanied by instructions to parents explaining how assignments should be completed and how much time should be spent on them.

Contact: Margaret M. Blake
Everett Public Schools
121 Vine St.
Everett, MA 02149
(617) 389-7950, ext. 151

NEW BEDFORD PUBLIC SCHOOLS
NEW BEDFORD, MASSACHUSETTS

Preschool program focuses on academic, physical and social readiness

Parent/community involvement
Coordination with other programs
Professional development/training

Project Lift preschool component is designed to help children become academically, socially and physically ready to attend school. Project activities focus on developing motor, social and language skills.

A Parent Education Specialist coordinates the project's parent involvement component. Assisted by two parent contact workers, this specialist organizes and maintains the parent room. There parents participate in educational and community awareness sessions, along with personal and parenting awareness activities. Education-oriented workshops give parents the opportunity to become familiar with materials and techniques used in the classroom. STEP, the project's 10-week parenting program, features sharing and discussions among parents.

To maintain coordination/integration, kindergarten program staff are informed and involved in the preschool component. In addition, three instructional programs included in the kindergarten program are introduced at the preschool level. Project teachers also maintain awareness of other special programs in the district, such as special and bilingual education.

Teachers, aides, parent volunteers and supervisory staff all participate in a minimum of 30 inservice hours during the school year. Information and training in methods and materials are provided, along with information on affective education.

Contact: Diane Brisson
New Bedford Public Schools
455 County St.
New Bedford, MA 02740
(617) 997-4511, ext. 210

TAUNTON PUBLIC SCHOOLS
TAUNTON, MASSACHUSETTS

Use of reading support system, outside evaluation, assures project's quality

Appropriate materials, methods, approaches
Closely monitored student progress
Evaluation used to improve project

Students in grades 1-8 participate in daily 30-50 minute reading skills sessions in the project resource area. The Fountain Valley Reading Support System is used for instructional diagnosis and prescription.

Materials are selected using index files organized by material, skill and objective, and using color-coded packets of materials arranged by level and purpose. Materials are continually reviewed and revised as new materials become available. System 80 machines, tape recorders and Apple IIe computers are used in the project. Study skill activities build competence in dictionary skills, outlining, skimming and reading in the content areas.

Formal monitoring is conducted using Fountain Valley materials and other standardized instruments. More frequent informal monitoring is conducted using materials in each child's working folder, individual skill kits, computer logs, performance charts and classroom conferences.

To ensure objectivity and perspective in project evaluations, the district enlists an outside evaluating firm, which prepares evaluation reports every two years. In response to evaluation results, the district has increased inservice training for teacher aides, implemented student computer logs, software evaluation and exchange, and established formal conference time between classroom teachers and Chapter 1 counselors.

Contact: Armand R. Desrosiers, Jr.
Chapter 1 Office
50 Williams St.
Taunton, MA 02780
(617) 823-6963

BRIDGEPORT-SPAULDING SCHOOL DISTRICT BRIDGEPORT, MICHIGAN

Preschool project features multiple activity rooms and extensive parent involvement

Parent/community involvement
Maximum academic learning time
Professional development/training

This preschool project serves four-year-olds identified as having the greatest educational need among preschoolers tested. General school readiness is emphasized, as well as specific learning readiness in reading and mathematics. Children participate in the project four days a week and work/play in small heterogeneous groups.

Parents receive training in working with young children--to develop coping skills and to gain a better understanding of their children. To accomplish this, parents participate in classroom activities and in the project's Parenting Program. Parents also join in Parent Advisory Committee meetings (where babysitting is provided), ride the school bus and interact with children and volunteer as tutors, library assistants and outreach workers.

Project staff have improved organization and increased learning time by having project activities rotate among three rooms. Large motor development activities, language development activities, and visual and auditory development activities take place in separate rooms. This arrangement has also resulted in reduced material and equipment costs.

The project is based on Gesell developmental learning theory, which staff members are exposed to both formally and informally. Staff members participate in weekly planning sessions and in four districtwide inservice programs featuring recognized experts as staff development consultants.

Contact: Richard C. Smith
Bridgeport-Spaulding School District
3878 Sherman St.
Bridgeport, MI 48722
(517) 777-1770

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Readiness

FLINT COMMUNITY SCHOOLS
FLINT, MICHIGAN

Project involves parents in varied activities

Parent/community involvement
Closely monitored student progress
Professional development/training

This Chapter 1 project provides comprehensive services to children in prekindergarten through the sixth grade. Supplemental instruction in reading and mathematics is provided at each school, although instructional materials and formats do vary among the project schools.

Social Services Field Workers are assigned to each project school to coordinate parent activities and counsel children. Parents are involved in planning, implementing and evaluating the Chapter 1 project. They are encouraged to work in classrooms, attend parent conferences and participate in special activities and training sessions. Prekindergarten students do not attend classes on Mondays, and teachers and aides often use this day for home visits and other parent meetings.

Student progress is closely monitored. Reading and mathematics teachers complete logs indicating student progress and maintain sequential Skill Record Sheets. Skill Checklists are also kept for prekindergarten students, and progress is monitored by the use of an objective-referenced locally developed Pre-K test.

Professional development and training of staff is an important component of the program. Math and reading staff are given released time approximately ten times per year to attend staff development activities. Prekindergarten staff meet on the first Monday of each month for staff development. Many topics have been presented in these sessions including mastery learning, instructional strategies, motivation, nutrition and health, and understanding child growth and development.

Contact: Edward J. Hansberry
Flint Community Schools
923 East Kearsley St.
Flint, MI 48502
(313) 762-1259

PUBLIC SCHOOLS OF THE CITY OF MUSKEGON MUSKEGON, MICHIGAN

Shared management system and staff development promote program coordination

Coordination with other programs
Professional development/training
Closely monitored student progress

A computerized management system in reading and math, grades 2-6, monitors the progress of students and provides regular feedback and reinforcement to teachers, students and parents through the diagnostic-prescriptive techniques. Based on the diagnostic information from the management system, appropriate materials and methods are selected to meet the identified students' needs and learning styles.

The staff development program, shared by Chapter 1 staff, classroom teachers of eligible students and building principals, is based on the attributes of effective schooling. It includes training in effective instruction, techniques and strategies for teaching reading and mathematics, and ongoing training in the use of the management system as a teaching tool.

Thus, Chapter 1 instruction is coordinated with and designed to complement general classroom instruction. The classroom teacher provides the initial instruction on identified student needs, and the Chapter 1 staff provide supplemental instruction on those same skills in a small group setting. Chapter 1 students may receive additional supplemental instruction through individual tutoring, summer school or a home study summer program.

Contact: Lawrence R. DeVoogd
Public Schools of the City of Muskegon
349 W. Webster Ave.
Muskegon, MI 49940
(616) 722-1602

GRAND RAPIDS SCHOOL DISTRICT #318 GRAND RAPIDS, MINNESOTA

Student case studies used as a means of monitoring progress

Evaluation used to improve project
Closely monitored student progress
Clear goals and objectives

Supplemental mathematics and reading instruction are provided both in pull-out classes and within regular classrooms for students in grades K-6. Students use regular classroom materials, along with teacher-made and commercial games and worksheets. Students receive approximately 150 minutes of supplemental instruction per week.

Evaluation findings are used to bring about project improvements. For example, the discovery that students performed just as well in schools with half-time tutors as in those with full-time tutors led to the decision to employ half-time tutors only. Inservice opportunities and increases in staff time were implemented in a school which was not showing reading gains. These changes produced favorable results.

Student progress is monitored using standardized tests, teacher judgment, needs assessments, case studies, parents' input and sustained effects studies. The case study approach addresses factors such as academic progress, behavioral traits, work and study habits, attitude, interest level, number of years in the program, learning styles, and learning transfer.

The project has a variety of goals dealing with student academic and affective outcomes, the educational climate, financial and other administrative issues, parent involvement, and staff development. Project staff follow established procedures for setting goals and communicating them to students, school staffs and community members.

Contact: Robert Pecha
Cohasset Elementary School
Cohasset, MN 55721
(218) 328-5741

MILACA PUBLIC SCHOOL
DISTRICT #912
MILACA, MINNESOTA

Evaluation findings lead staff to use more in-class instruction

Evaluation used to improve project
Closely monitored student progress
Parent/community involvement

Children in grades K-4 receive mathematics, reading and language arts instruction designed to prevent rather than remediate academic problems. Instruction is provided in pull-out classes and in regular classrooms. Students with the greatest need receive one-to-one or very small group instruction, and they receive the largest number of minutes of instruction per day.

Evaluation findings are used to guide project improvement. For example, one recent evaluation compared the effectiveness of in-class and pull-out instruction. The positive association between in-class instruction and student achievement has been used to encourage in-class services.

Criterion referenced assessment is a component of this program, in which students must attain 85% mastery at each skill level. Individual growth scale profiles are maintained for each student. These profiles are continued after students' graduation from the project. At the end of each school term, Pupil Education Plans are reviewed and updated with recommendations for future student plans. Student attendance is monitored.

Parents participate in developing their children's educational plans and serve on the Parent Advisory Council (PAC) and other parent committees. Chapter 1 and regular teachers help parents gain the ability to support their children's learning. The project is always represented at the Community Education Expo and other education-oriented community events.

Contact: Charmaine Swenson
Milaca Elementary School
350 3rd Ave. S.W.
Milaca, MN 56353
(612) 983-2121

ROCHESTER INDEPENDENT SCHOOL DISTRICT #535 ROCHESTER, MINNESOTA

Coordinator's communication efforts strengthen parent/community support for the project

Coordination with other programs
Strong leadership
Parent/community involvement

Supplemental reading and mathematics instruction is provided to students in grades 1-6 in a resource room setting. A typical instructional session begins with a warm-up activity, moves to instruction in a skill or concept just presented in the regular classroom and ends with a reinforcement activity focusing on skills which require practice.

To enhance coordination, project teachers use reading and mathematics teaching manuals which contain reteaching/reinforcement activities related to regular classroom instruction. In addition, Chapter 1 staff are members of the school management teams.

The project coordinator developed a Project Handbook, which contains communication and recordkeeping forms, along with instructions for their use. The handbook also contains information to help classroom teachers determine whether their students need Chapter 1 services. Title I Tidbits, a newsletter produced by the project coordinator, keeps parents and community members informed of project activities.

An active District Advisory Council supports the project. Council and project staff members conduct joint planning of training activities for parents. Two days of parent-teacher goal setting conferences are conducted each school year. Parents and teachers agree upon each student's Personalized Educational Plan. The parent then signs the written plan, making a commitment to serve as a partner in helping the child reach the identified goals.

Contact: Jeanette Bredeson
Title I Office, Longfellow School
1615 Mario Road S.E.
Rochester, MN 55904
(507) 281-6102

COLUMBIA PUBLIC SCHOOLS
COLUMBIA, MISSOURI

Shared objectives, inservice activities enhance program coordination

Coordination with other programs
Parent/community involvement
Professional development/training

Project students in grades 1-6 receive 150-175 minutes per week of supplemental mathematics instruction in pull-out classes.

Regular and Chapter 1 programs have shared objectives, which enhance coordination. In addition, regular and Chapter 1 teachers exchange weekly written communication and frequent informal communication. All Chapter 1 teachers attend faculty meetings, Chapter 1 inservice sessions and districtwide workshops. Chapter 1 and special education teachers cooperate in finding the best placement for children who are eligible for both programs.

Project students and their parents attend districtwide "Family Night" meetings which feature activities such as mathematics games involving the whole family. Parent input truly shapes program efforts. For instance, each year parents provide input as to the kinds of instructional materials to be purchased. The project maintains a parent lending library of instructional materials. Teachers also sponsor Make-it/Take-it workshops for parents where the parent and child make a mathematics game together that is appropriate for the child's mathematics level.

Project teachers attend monthly inservice sessions which feature presentations of research findings, sharing of instructional strategies and discussion of adminstrative concerns. Every project staff member writes and is evaluated on a job goal each year.

Contact: Lynne Moore
Douglas School
310 N. Providence Road
Columbia, MO 65201
(314) 875-1508

KINGSVILLE R-I SCHOOL DISTRICT
KINGSVILLE, MISSOURI

Project motivates students and communicates high expectations

High expectations for learning/behavior
Positive climate
Regular feedback/reinforcement

Elementary students receive daily instruction and secondary students receive twice-weekly instruction in reading. Activities take place in a resource room setting.

The project motivates students and instills high expectations, using an instructional management system which prescribes activities leading to mastery of learning objectives. Students compete with themselves, not other students, and awards are given to those who achieve the greatest gain between pre- and posttesting. Students are oriented to project and individual plans and goals, which are reinforced during the course of instruction.

Staff maintain a positive educational environment by applying the SLIDE Rule–the Success, Love, Interest, Discipline and Expectancy elements which characterize the project. Physical facilities are arranged so students have plenty of room to work, neither distracting nor being distracted by other students.

Students receive immediate feedback on their work. Teachers frequently provide feedback and reinforcement pertaining to tasks students are working on, and they give supportive feedback at every evaluation checkpoint. In addition, parents are informed of their children's progress through letters, phone calls and conferences. Regular classroom teachers are informed through quarterly reports and informal communications.

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Contact: James H. Sears
Kingsville R-I School District
P.O. Box 7
Kingsville, MO 64061
(816) 597-3422

MERAMEC VALLEY R-III SCHOOL DISTRICT PACIFIC, MISSOURI

Computer exercises used in individualized reading program

Appropriate materials, methods, approaches
Closely monitored student progress
Regular feedback/reinforcement

A diagnostic-prescriptive model is used in this project. Students in grades 1-6 read stories at an appropriate level, then answer different kinds of questions (literal, inference, sequence, etc.). Students receive specific kinds of support and help depending on the kinds of questions they miss. The project also features tutorial lessons using the Apple IIe microcomputer. Students receive skill reinforcement practice in the areas of main idea, details, sequence, inference and critical reading using the Tutorial Comprehension Series. A WORDMASTER computer program is used to generate study sheets and tests. Project materials are selected based on their compatibility with diagnostic-prescriptive method.

To monitor student progress, project staff develop a reading objectives card for each student. Cards are periodically updated as students master objectives. In addition, weekly instructional contracts are used with older students, and progress is charted daily. Student motivational charts, teacher observations and lesson planning are other monitoring aids.

Students receive daily feedback on their progress. Microcomputer exercises provide immediate feedback, usually through the actions of an amusing animated character. Parents receive written progress reports quarterly, and they communicate with project staff in conferences and by telephone.

Contact: David Kindel
Pacific Middle School
413 Union Street
Pacific, MO 63069
(314) 257-3965

PARMA ELEMENTARY SCHOOL (NEW MADRID COUNTY) NEW MADRID, MISSOURI

Preschool program provides school readiness activities for three- to five-year olds

Positive climate
Regular feedback/reinforcement
Parent/community involvement

The Positive Beginnings Program is designed to prevent school failure through early identification and remediation of learning deficiencies. Children three to five years old spend six hours a day in the project's self-contained classroom. Mental, physical, academic and social activities are provided along with activities designed to build children's self-esteem.

The classroom teacher's energy, enthusiasm and positive behavior contribute to a positive educational climate. Staff reward positive behavior, and they provide help and support to children exhibiting negative behavior. Program activities help children develop sociability and a sense of humor. Classroom structure and management enable children to know what is expected of them, keeping discipline problems to a minimum.

Oral, physical and written feedback on children's skill performance is provided. Teachers scrupulously avoid criticizing children's efforts or punishing them for difficulty or slowness in completing tasks. The teacher-parent-child relationships are strengthened by the daily presence of a teacher and an aide on the school bus.

Parents discuss their children's individual needs profiles with the project team, and they participate in periodic conferences on their children's progress. Parents also receive daily written or oral reports on their children's social and academic progress. In addition, parents visit the classroom and receive a parent's handbook with information about the program.

Contact: Judy Scherer
Box 56
New Madrid, MO 63869
(314) 357-4414

STEVENSVILLE SCHOOL DISTRICT #2
STEVENSVILLE, MONTANA

Master file of materials, computer lab activities used to reinforce regular reading instruction

Strong leadership
Coordination with other programs
Appropriate materials, methods, approaches

Elementary level students receive daily instruction in the reading laboratory. Junior high and high school students participate in the program daily during elective slots in their schedules and receive credit toward graduation.

The project director organizes computer tapes for the program, brings new computer information to staff members' attention, locates and organizes all supplemental activities for students, and informs staff of courses and conferences which could enhance their professional growth. Problem solving and student monitoring activities are conducted by the director during daily half-hour staff discussions. Frequent communication and joint planning take place between the project director and each of the three district principals.

The project is designed to reinforce the regular reading program in the elementary, junior high and high school. A master file, containing materials to support each skill taught in regular class, is maintained for each grade level. To further enhance coordination, Chapter 1 and regular teachers meet to design the following week's lesson plan.

Chapter 1 teachers base supplemental instruction on lesson plans from the regular classroom. Master file, computer lab and other experiences are prescribed. Written, oral, visual and manipulative materials are used to provide varied activities. In addition, elementary students are rotated among teachers quarterly so they will experience differing approaches.

Contact: Kathy Dufresne
Stevensville School District
#2300 Park Street
Stevensville, MT 59870
(406) 777-5481

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LINCOLN PUBLIC SCHOOLS
LINCOLN, NEBRASKA

District management system enhances coordination between Chapter 1 and regular programs

Coordination with other programs
Evaluation used to improve project
Clear goals and objectives

Each participating student in grades 1-6 receives either teacher-directed or computerized supplemental instruction (or both) each day in reading and mathematics. Instruction and project design vary from school to school. Some schools have pull-out classes, some instruct students both in pull-out and in-class instruction, and some offer after school classes.

Individual education plans are based on district goals and objectives. The project director regularly reviews each building's project activities using a "management scale." Weekly building level plans for coordinating Chapter 1 and regular programs are a project requirement. District consultants help develop instructional content.

In response to evaluation results, educators developed a district Chapter 1 management system to improve coordination between Chapter 1 and regular programs. The system keeps staff focused on the same objectives, and it clearly identifies the responsibilities of staff of both programs. The system also specifies goals and procedures for parent involvement.

All project activities support clearly specified goals and objectives, which have been developed cooperatively by project staff, curriculum consultants and parents. Goals and objectives deal with student diagnosis, prescription and evaluation, inservice for staff and parents, and integration of the project into the overall curriculum.

Contact: Rutha Weatherl
Elliot School/Federal Program
225 South 25th Street
Lincoln, NE 68510
(402) 475-8327

GOVERNOR WENTWORTH REGIONAL SCHOOL DISTRICT, S.A.U. #49 WOLFEBORO, NEW HAMPSHIRE

Rural district reading project features positive school-community relations

Appropriate materials, methods, approaches
Parent/community involvement
High expectations for learning/behavior

Chapter 1 students receive reading instruction from reading specialists and activities for reinforcement of skills from aides in classrooms or in Chapter 1 Reading Rooms. A special focus of the project is preventing academic failure by providing intensive support to first graders who might otherwise do poorly in school.

Reading specialists have developed several kinds of materials, including a slide/tape presentation, a brochure for parents describing the Chapter 1 program, a tutor's handbook and video presentations used for staff development. Specialists have also worked in cooperation with classroom teachers to develop a Research and Study Skills Resource Packet.

The Parent Advisory Council influences project operations and serves as a communication vehicle for staff and constituents. Parent workshops on the importance of parents reading to children are presented. These workshops include discussions and films to demonstrate ways in which stories might be read. Workshops also teach parents how to use learning games to help their children. Radio announcements and solicitations of local business support keep community members informed of and involved in Chapter 1 activities.

To convey to students that they are expected to be capable and make accomplishments, staff involve students in interesting, high visibility activities. These include conducting contests, preparing and broadcasting radio announcements, entering academic competitions, and reading aloud to younger children.

Contact: Jane S. Newcomb
Kingswood High School
South Main Street
Wolfeboro, NH 03894
(603) 596-2055 or 2050

MATAWAN-ABERDEEN REGIONAL SCHOOL DISTRICT
MATAWAN, NEW JERSEY

Preschool project fosters development of self-esteem and reasoning skills in secure environment

Clear goals and objectives
Appropriate materials, methods, approaches
Evaluation used to improve project

In this Chapter 1 preschool project, four year-old children spend two and a half hours a day, five days a week in class with their teacher and a teacher aide. The project's purposes are to help children develop positive self-concepts and to help them think, reason, question and discover in a warm and secure atmosphere. Project objectives include improving gross and fine motor skills, developing speech/language and social skills, and fostering independence and self-control.

Training is provided for staff and parents, and parent volunteers assist with classroom activities. Staff give attention to nutrition by providing milk and snacks. Staff also arrange and conduct class trips. The project includes a formal speech and language development program. The project also uses the High Scope Cognitively Oriented Curriculum, with other materials and activities developed as needed by project staff. The project enjoys extensive community participation and support.

Improvements made in response to evaluations include the addition of a class, expansion of the speech/language curriculum, a decrease in class size from 18 to 16 children, addition of a parents' resource library and addition of children's physical education and library activities.

Contact: George Connelly
Matawan-Aberdeen Regional School District
c/o Lloyd Road School
Aberdeen, NJ 07747
(201) 566-1800, ext. 434 or 430

MIDDLESEX COUNTY VOCATIONAL SCHOOLS EAST BRUNSWICK, NEW JERSEY

Computers have major instructional and management role in vocational/technical district project

Appropriate materials, methods, approaches
Regular feedback/reinforcement
Professional development/training

This vocational/technical high school district project provides students in grades 9-12 with reading and mathematics instruction. Students' skill deficiencies are determined by computer analyses of diagnostic test results. Staff use this information to develop an Individual Student Improvement Plan for each participant. The teacher and student then work together to implement the plan. Instruction is provided in the classroom areas of the math and reading labs in each of the project's five schools. Supplementary drill is provided at the lab's microcomputers. The Project Basic software program is used for computer assisted and computer managed instruction for both reading and math.

On each student's individualized plan printout, lessons are circled and dated as completed. Teachers also mark and initial the skill mastery section as each skill is acquired and students are easily able to observe their progress.

Project staff attend inservice workshops devoted to reading, math and computer assisted instruction. Specific topics include computers in education, aligning textbooks with tests, exemplary secondary schools basic skills programs and conducting writing assessments.

Contact: Elinor French
Box 220
112 Rues Lane
East Brunswick, NJ 08816
(201) 257-3300

WILLINGBORO SCHOOL DISTRICT WILLINGBORO, NEW JERSEY

Special inservice program encourages high expectations of students

Coordination with other programs
High expectations for learning/behavior
Professional development/training

This project offers supplemental reading instruction to students in grades K-6 using a pull-out design. Sessions are from 30 to 45 minutes long and are provided daily.

Coordination with the regular program is achieved in several ways. Project staff have developed criterion-referenced tests based on the district's Reading/Language Arts Skills Array. Basic skills staff meet weekly to discuss Chapter 1 students' progress. Reading specialists provide another link between general and Chapter 1 programs. These specialists review student progress, suggest modifications and assist in selecting materials.

To communicate high expectations, staff encourage project students to become involved in schoolwide activities and contests. In addition, the project coordinator has implemented a Teacher Expectation and Student Achievement (TESA) program. This program, which promotes 15 specific teacher-student interactions, was designed to improve teachers' expectations of perceived low achievers. Teachers use specified activities to verify the high ability of all students.

Each year, project staff participate in approximately 12 inservice activities, which are devoted to such topics as computer training and the TESA program. Inservice sessions help staff improve instruction by better coordinating project and regular program activities, maintaining high teacher expectations, monitoring student progress, and reviewing research and evaluation results.

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SETTING

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☐ Suburban
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Contact: Gerald H. Woehr
Levitt Building-Salem Road
Willingboro, NJ 08046
(609) 871-9000

ELMIRA CITY SCHOOL DISTRICT
ELMIRA, NEW YORK

Umbrella Program serves preschool through 12th grade in reading, writing and math

Clear goals and objectives
Professional development/training
Appropriate materials, methods, approaches

The Chapter 1 Umbrella Program serves students in prekindergarten through 12th grade. Students receive instruction in reading, writing and math. Most instruction takes place in pull-out classes, with some small group instruction taking place in regular classrooms.

Project goal statements identify specific, measurable indicators of success, including growth rates to be achieved and tests to be passed. Goals and objectives are communicated throughout the schools and community.

Chapter 1 staff participate in numerous professional development activities, some supported by project funds and some by the local school budget. Activities have included learning about specific instructional programs such as DISTAR, attending skill development sessions in instructional techniques and classroom management methods, and attending state and national math and reading conferences.

Individual and small group learning activities are conducted in project resource rooms. Staff use workbook materials, teacher-developed lessons, commercial reading program materials, read-along records, tape recorders, slide projectors and controlled readers. A prominent instructional feature is the project's Computer Learning Centers, where students pursue a Computer Assisted Instructional Program.

Contact: Thaddeus G. Klub
Elmira City School District
951 Hoffman Street
Elmira, NY 14905
(607) 734-2231

ROOSEVELT PUBLIC SCHOOLS
ROOSEVELT, NEW YORK

Chapter 1 teachers provide weekly laboratory and regular classroom instruction in reading and mathematics

Professional development/training
Appropriate materials, methods, approaches
Parent/community involvement

Instruction takes place in both pull-out and regular classrooms in this K-6 reading and mathematics project. Chapter 1 teachers spend a minimum of one period per week in each project student's classroom, with the remainder of the time spent working with students in a laboratory setting.

Staff development takes several forms. At least one member of the project staff attends each local, state and (whenever possible) national conference in the areas of reading and mathematics. Project staff visit and learn from one another's programs and from programs outside the district. Some project staff participate in a degree-granting partnership staff development program in which the district is linked with the University of Massachusetts.

Instructional methods used include learning for mastery, direct instruction and student team learning. To enhance students' study skills, staff emphasize following directions, organizing tasks and time, thinking critically, and making decisions independently. Individual student contracts based on input from parents and regular classroom teachers are used to guide instruction.

Parents play an active role in the planning, implementation, and evaluation aspects of the program. Parent/School collaboration workshops are an integral part of the project.

Contact: Susan D. Savitt
Roosevelt Public Schools
240 Denton Place
Roosevelt, NY 11575
(516) 378-8820

CURRITUCK COUNTY SCHOOLS
CURRITUCK, NORTH CAROLINA

Students develop independent learning skills in Chapter 1 lab

Appropriate materials, methods, approaches
Coordination with other programs
Maximum academic learning time

Students in grades 4-6 receive remedial reading and/or mathematics instruction in a laboratory setting. Project teachers use a team teaching approach. Instruction follows a test-teach-reteach cycle and is based on individual student plans developed jointly by Chapter 1 and regular classroom teachers. Project labs are equipped with computers, Hoffmans, System 80 machines, tape recorders, filmstrip projectors, language masters and other audiovisual equipment. The project's focus is on integrating reading and mathematics into the content areas. Students are instructed in developing study skills, including note-taking, outlining, dealing with new words, studying in the content areas and reporting.

Chapter 1 and regular classroom teachers meet biweekly to plan each project student's course of instruction. Each plan includes objectives and strategies to be used in both the regular and Chapter 1 classroom. Chapter 1 teachers also provide materials, ideas and support to regular program staff and staff of exceptional child programs.

To encourage efficient time use and independent learning skills, students are taught to enter the lab, get their folders, read the day's assignment sheet, get appropriate materials and begin working on their own. Staff encourage parents to further increase learning time by working with their children on Chapter 1-related skills for 10-15 minutes daily.

Contact: Clara DuBois
Currituck County Board of Education
P.O. Box 40
Currituck, NC 27929
(919) 232-2223

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NORTH CAROLINA DEPARTMENT OF CORRECTION
RALEIGH, NORTH CAROLINA

State-approved core and supplementary curricula help insure coordination among correctional institutions

Coordination with other programs
Professional development/training
Parent/community involvement

This project operates in eight institutions for youthful offenders. It provides basic skills instruction to inmates under 21 years of age who do not have high school diplomas or G.E.D. certification. Guidance services are also provided.

A standard set of core and supplementary materials, which has been approved at the state level, helps to insure coordination among North Carolina's correctional institutions. Coordination is further enhanced with a computerized management system, which is used for recording student enrollment, test scoring, diagnosis, updating, student tracking and central office evaluation.

Chapter 1 teachers join with other educators from the North Carolina Division of Prisons each spring for three days of intensive training. Twice a year, subject area teachers and guidance counselors meet for a day to discuss program concerns and to suggest curriculum or methodological changes. Great emphasis is placed on inservice training for new teachers. First, they are introduced to the project, its curriculum and instructional techniques. Then, they are temporarily paired with experienced instructors working at other institutions, so they can observe and ask questions. Finally, when they begin teaching, they receive demonstration teaching visits from the Assistant Director of Instruction.

Faculty members from the Greater University of North Carolina and local public school teachers serve as volunteer consultants to the program. Local literacy council-trained volunteers frequently tutor project students in their classrooms.

Contact: Harry Lee Ballard, Jr.
North Carolina Department of Correction
831 W. Morgan Street
Raleigh, NC 27603
(919) 733-5143

HENDERSON COUNTY SCHOOLS
HENDERSONVILLE, NORTH CAROLINA

Professional development enhanced through extensive inservice program

Professional development/training
Maximum academic learning time
Appropriate materials, methods, approaches

Titled "Mission: Possible", this project provides remedial reading instruction to students in grades 2-6 in an atmosphere designed to foster positive self-concepts and social responsibility. Students participate in daily 50-minute sessions in the project reading room.

Project teachers and aides receive training in adapting classroom instruction to meet the needs of Chapter 1 students. A three-member team, operating from a center called Learning Opportunities for Teachers (LOFT), serves as a resource for this training. The team also provides regular classroom teachers with materials and ideas for working with project students. Several Chapter 1 teachers have received tuition assistance to earn master's degrees in reading.

The project is structured so that students know where they should be and what is expected of them, and learning activities proceed at a steady pace. There is very little waiting time, and instructional activities continue even while students line up to leave at the end of class.

A reading profile for each student is developed based on initial diagnostic procedures. These profiles are used to plan individualized instruction. Profile information is also used in selection and adaptation of instructional materials. To stimulate appreciation for books, students are given time each day to read for pleasure or to listen to a favorite story. A wide selection of print, hands-on and audiovisual materials is used.

Contact: Adrienne H. Battistone
Henderson County Schools
P.O. Box 1700
Hendersonville, NC 28793-1700
(704) 692-8251

MOORE COUNTY SCHOOLS CARTHAGE, NORTH CAROLINA

Reading project supervisor provides instructional leadership and intensive staff development

Professional development/training
Strong leadership
Maximum academic learning time

Students spend 40-50 minutes daily working in groups of six to ten in the project resource center. The project serves students in grades 2-9. Centers are equipped with multi-level, multi-ethnic, high interest/low vocabulary reading materials, as well as audiovisual equipment. Materials and equipment are used to supplement and reinforce skills developed in the basal reading program.

Project teachers participate in schoolwide staff development activities and in activities designed specifically for Chapter 1 teachers. Three days of intensive staff development activities are provided before school opens each year, during which the instructional supervisor offers 12-15 workshops. All school staff participate in the district's IMAGE (Improving Achievement Gains in Education) program, a six-year-long staff development effort.

The instructional supervisor works directly with individual teachers. The supervisor provides support and orientation to new teachers and consults with all teachers on materials selection, instructional strategies, classroom organization and management, and other needs.

Careful organizing ensures efficient use of instructional time. Supplies and equipment are easily accessible, learning activities begin promptly, presentations are well planned, teachers and students interact frequently, and students' work is carefully monitored.

Contact: Richard S. Ray
Moore County Schools
P.O. Box 1180
Carthage, NC 28327
(919) 947-2342

SALISBURY CITY SCHOOLS
SALISBURY, NORTH CAROLINA

Teacher pairs deliver reading and language arts instruction

Coordination with other programs
Appropriate materials, methods, approaches
Positive climate

Reading and language arts instruction is provided by pairs of teachers, with each pair consisting of a regular state-allotted teacher and a Chapter 1 teacher. These teaching teams are supported by instructional aides. A Helping Teacher-Reading Consultant works with teachers on identifying eligible students, grouping, scheduling, monitoring, identifying and acquiring instructional materials, and improving teaching techniques.

Teacher pairs spend a minimum of 30-40 minutes per week discussing and evaluating student programs. Individual educational plans are evaluated and modified as needed. Information about effective instructional materials and methods is shared during these sessions.

High interest/low vocabulary texts and high level/low comprehension materials are used for recreational and supplemental reading. Audiovisual equipment and microcomputers are also used. Learning activities are varied in order to challenge and stimulate students, and to help them experience success.

A positive climate is maintained in several ways. Students are more responsive in small group settings and receive more individual attention. The project structure is designed to avoid the stigma sometimes attached to pull-out programs, so students develop more positive self-concepts. Physical surroundings are arranged to stimulate learning, and students' creative products are displayed in the classroom.

Contact: Ralph A. Bostian
Salisbury City Schools
314 N. Ellis St.
P.O. Box 2349
Salisbury, NC 28145-2349
(704) 636-7500

DEVILS LAKE PUBLIC SCHOOL DISTRICT #1
DEVILS LAKE, NORTH DAKOTA

Student journals provide means to assess language mastery

Appropriate materials, methods, approaches
Closely monitored student progress
Parent/community involvement

Students in grades 1-6 receive reading instruction from Chapter 1 teachers in the project resource room and from project aides and regular teachers in the regular classroom.

Manipulative materials, tape recorders, computers and self-selected library books have proven especially motivating to students. An array of print and nonprint materials are used to reinforce instruction. Project students keep journals, which are a means of organizing and keeping student products. Journals also dramatize students' progress since students can compare the quality of their current work with that shown in earlier journal entries. Project staff encourage out-of-class reading activities such as reading to parents, to nursing home residents and to younger children.

Chapter 1 teachers conduct daily, informal monitoring by keeping written records of any unusual or problematic situations and discussing them with classroom teachers. Parents are contacted as needed. Assessment test and unit test results are kept in each student's cumulative folder. In addition, children's journals are examined to determine whether they are using skills presented in class. During parent conferences, which sometimes include students, staff inform parents on their children's progress.

Project parents support their children's instruction by listening to them read, asking simple comprehension questions and helping with unfamiliar vocabulary. Handbooks are given to parents to help them work with their children.

Contact: Ronald P. Bommersbach
Prairie View Elementary School
12th Avenue
Devils Lake, ND 58301
(701) 662-4613

SOUTH HIGH SCHOOL
FARGO, NORTH DAKOTA

Learning center staff give individual help in a supportive environment

Clear goals and objectives
Appropriate materials, methods, approaches
Positive climate

The South High School Individualized Learning Center (ILC) provides individualized, remedial instruction to high school students who are having academic difficulties. Students use the ILC during their study hall time so that regular classroom instruction is not interrupted. Instruction is based on each student's abilities, reading comprehension level, vocabulary, level of social functioning, academic achievement, and input from the student, teachers and parents.

The project's goals are to supplement the regular school curriculum, to improve students' attitudes toward school, to increase students' probability of graduation and to improve participants' grade point averages. Methods of attaining these goals, selecting individuals to be involved and communicating methods are clearly specified.

ILC staff are "on call" 24 hours a day to provide support, which communicates commitment and caring. Instructional approaches include individual, small group and peer instruction. Taped textbooks and instructional videos are available to reinforce concepts introduced in the regular classroom. The ILC is equipped with a videotape player, tape recorders, typewriters and a microcomputer to interest and challenge students. The ILC is warm and cordial, with clearly labeled reference materials, comfortable seating, study carrels and a designated area for student-teacher conferences.

Contact: Vern S. Bennett
Fargo Public Schools
1104 2nd Avenue South
Fargo, ND 58103
(701) 241-4800

HETTINGER PUBLIC SCHOOLS
HETTINGER, NORTH DAKOTA

Individual instruction and frequent feedback provided easily in one-site project

Appropriate materials, methods, approaches
Maximum academic learning time
Regular feedback/reinforcement

Students in grades 1-6 receive supplemental reading instruction in the project's resource room, working in groups of two to four. The 30-minute sessions are scheduled so as not to interfere with the presentation of new material in the students' regular classes.

The Individualized Criterion Referenced Test used in the project measures student achievement against a set of reading objectives. Results of this testing are used to develop individual education plans for students. Instruction is designed to develop eight crucial reading skills. Students work on reading exercises at different levels, and they use small computers called Alphators to review many of the phonetic skills taught. Sustained effects data are analyzed to determine the effectiveness of materials and strategies used in the project.

While working in the resource room, students are on task about 80 percent of the time. About 60 percent of students' time is spent interacting with the teacher. Students are encouraged to pace themselves so they will complete the day's tasks. Parents help by doing flashcard exercises with their children and reading to them at home.

The teacher is able to provide immediate feedback in this small-scale project. Parents receive feedback during conferences, and regular teachers receive feedback through meetings, conferences and written reports.

Contact: Erling A. Dahl
Hettinger Public Schools
Drawer C
Hettinger, ND 58639
(701) 567-4501

STANLEY COMMUNITY SCHOOL DISTRICT #2
STANLEY, NORTH DAKOTA

"Brainstorming sessions" are keys to coordination of content and instruction

Coordination with other programs
Evaluation used to improve project
Excellence recognized/rewarded

Planning and coordination of content and instruction are strengths of this first through eleventh grade project. Regularly scheduled "brainstorming sessions" with Chapter 1, regular and Special Education staff are an opportunity to provide input into specific children's programs. Substitute teachers cover classrooms for the 30-40 minute session. Similar coordination occurs between the elementary and junior high school Chapter 1 programs. Progress of former elementary students is monitored to determine if the elementary program is meeting the needs of students who enter junior high school.

Chapter 1 staff use evaluation results to improve their project. Ongoing evaluation of the project by school staff and parents has resulted in more than a dozen positive changes in the past three years. Some examples of the improvements are: establishment of a high-interest, low vocabulary library; Chapter 1 teacher observation of classroom teachers to aid in understanding classroom material; and brainstorming sessions to provide the forum for discussing students' needs.

Every student in the project is recognized for some excellence. A contest emphasizing reading and writing results in awards for most improvement, best artwork, neatest, etc. Special ceremonies are held where the winners are announced, read their work and are praised.

Contact: Douglas De Groote
Stanley Community P.S. D. #2
P.O. Box 10
Stanley, North Dakota 58784
(701) 628-2342

CLEVELAND CITY SCHOOLS
CLEVELAND, OHIO

Students receive small-group instruction within regular classes in multi-school, urban reading project

Clear goals and objectives
Appropriate materials, methods, approaches
Maximum academic learning time

The Reading Strategy Project provides supplemental instruction to public school students in grades 4-6 and to private school students in grades 1-8. Most project schools provide instruction within regular classrooms, with some schools employing a pull-out, "Center-Based" model.

Project goals are to help participants master basic reading skills, to improve students' attitudes toward reading and to motivate students to read. Indicators of success are clearly defined, and goals and objectives are clearly communicated to school staff and community members.

Project students receive instruction in comprehension, vocabulary, word attack and study skills. Materials are selected to complement the regular reading program. Materials and strategies used with each student are based on individual need. Both commercial and teacher-developed materials are used, with emphasis placed upon the latter. Tape recorders, overhead projectors, language materials and Hoffman viewers are used in Center-Based instruction. In the In-Class model daily 40-minute sessions are conducted by the reading strategy teacher who forms small groups and presents two 20-minute reading skill lessons. Study skills, presented as part of the regular curriculum, are reinforced within the Chapter 1 project.

Contact: Pauline Davis
Cleveland City Schools, Rm 400N
1380 East Sixth St.
Cleveland, OH 44114
(216) 574-8406

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, OHIO

All Day Kindergarten features language development, reading and math readiness activities

Maximum academic learning time
Appropriate materials, methods, approaches
Evaluation used to improve project

The All Day Kindergarten (ADK) project provides school readiness activities to children who might not otherwise be prepared for first grade. Project children spend half of each day participating in language development, reading and math readiness activities with an ADK teacher and aide, and the other half day in regular kindergarten.

ADK teachers prepare class schedules indicating the time allotted for project instruction and planning each day. Classes are periodically monitored to ensure that time requirements are met. Teacher preparation and close adherence to schedules are emphasized in this academically oriented project.

Project teachers employ a multi-sensory approach which supports a variety of learning styles. This approach promotes language experience through listening, speaking, reading, writing and thinking activities. Books, records, tapes, filmstrips and other materials help develop reading and language processes. Instructional games are used to reinforce concepts presented, and art materials are used to develop eye/hand coordination and perception skills. Balls and floor games improve small and large muscle coordination, eye/hand coordination, perception, and concept development skills.

Evaluation findings lead to project improvements. Evaluations examine demographic data, standardized test results, characteristics of project personnel, parent involvement and inservice education.

Contact: Stacy Woodford
Department of Federal and State Programs
873 Walcutt Ave.
Columbus, OH 43219
(614) 252-4904

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LORAIN CITY SCHOOLS
LORAIN, OHIO

Coordination, structured lessons enhance children's reading skill development

Clear goals and objectives
Coordination with other programs
Appropriate materials, methods, approaches

Students in grades 1-4 receive daily supplemental reading lessons. Students are pulled from the regular classroom during enrichment activities so they do not miss any regular academic instruction.

The project's major goals are remediation and growth, coordination with other school programs, student achievement of 90 percent mastery of each skill, and widespread community participation. Achievement indicators for remediation and growth are clearly specified.

The project, regular school programs and district objectives are integrated in this district. This coordination is achieved using a locally developed "In-Focus Card." Each week, the regular teacher completes and submits the card to the Chapter 1 teacher, who selects materials and methods to support the regular classroom instruction indicated on the card. Chapter 1 teachers also work with other teachers on instructional and evaluation activities.

The project's instructional approach includes redeveloping classroom skills, giving oral and written practice lessons, giving individual prescriptions and assignments, and applying skills during reading sessions.

Contact: Gerald L. Kordelski
Lorain City Schools
1020 Seventh St.
Lorain, OH 44052
(216) 244-9000, ext. 222

SOUTH-WESTERN CITY SCHOOLS GROVE CITY, OHIO

Staff teach first and second graders using mastery learning strategy

Clear goals and objectives
Appropriate materials, methods, approaches
Regular feedback/reinforcement

The Preventing Reading Difficulties project addresses the reading skill deficiencies of first and second graders. Children leave their regular classrooms and work in small groups with the Chapter 1 teacher (for 20 minutes) and teacher aide (for 20 minutes) each day. Instruction in sounds, letter names, words and basic reading is provided. The project's overall goals are to raise student achievement in specific, measurable ways and to provide a learning environment that will foster development of positive self-concepts.

A mastery learning approach developed by the Exemplary Center for Reading Instruction (ECRI) is used. Students receive highly structured instruction in various skills, followed by practice sessions led by the teacher aide. New words, sounds, word recognition, comprehension, grammar and creative writing activities are presented. Spelling, penmanship and proofreading instruction are offered later and reinforce initial instruction.

The project's structure allows staff to teach and reinforce specific reading and writing skills. Teachers monitor children's responses, so they can reinforce and reteach as needed. Children progress at their own pace, taking tests when they are ready. Detailed records accurately reflect students' progress toward mastering language skills. Close student monitoring and feedback/reinforcement are built-in features of the ECRI mastery learning strategy.

Contact: Marsha S. Spears
2975 Kingston Ave.
Grove City, OH 43123
(614) 875-2318

OKLAHOMA PUBLIC SCHOOLS, I-89
OKLAHOMA CITY, OKLAHOMA

Coordination, CAI and parent involvement strengthen large-scale, urban project

Coordination with other programs
Parent/community involvement
Evaluation used to improve project

Students in grades 1-8 receive supplemental reading and/or math instruction using a mastery learning approach. Individualized instruction, which includes use of a computerized diagnostic-prescriptive management system, is provided in Project Learning Centers. Tutoring is provided to Neglected/Delinquent program students.

Project materials are matched with the district's objective based skills management systems for reading and math. The project's computer assisted instruction (CAI) programs have a 95 percent match with the district systems and with Learning Center materials. To achieve further coordination, regular teachers are included in Chapter 1 staff development activities, and Chapter 1 and regular classroom teachers conduct continual joint planning. Chapter 1 staff participate in staff development and other cooperative activities with the staff of Indian education and bilingual education programs.

To support parent-assisted instruction at home, the project maintains a Parent Resource Center at its administration building. It also operates a Traveling Resource Center, which visits each project school once a week. "Mini-courses," most conducted in English and Spanish, are provided to help parents support their children's learning. The project sponsors contests and other incentive activities to increase parent involvement.

Project improvement efforts are undertaken in response to process studies (research by classroom observation in the Learning Centers) and product studies (evaluation of student achievement). Evaluation findings are used to design inservice activities.

Contact: Donald A. Price
Oklahoma City Public Schools
900 N. Klein
Oklahoma City, OK 73106
(405) 272-5569

CROOK COUNTY HIGH SCHOOL
PRINEVILLE, OREGON

After-school project helps students to meet high school graduation requirements

Appropriate materials, methods, approaches
High expectations for learning/behavior
Positive climate

The Chapter 1 Extended Day Program is designed to prepare students to pass the reading and mathematics competency tests required for high school graduation. Students who have not passed the competency standard by the midpoint of their junior year are eligible to participate. Each participant selects a one-and-a-half hour period after school which best suits his/her schedule. During this period, students participate in a combination of small group instruction, individual instruction and individually monitored study. Materials, which are skill specific, are prescribed based on students' individual needs. The project also provides instruction in test-taking skills.

Most eligible students choose to participate in the project. Positive expectations are communicated to students. They are informed that high school graduation is important to them and to the school, and that they can succeed. They are in charge of scheduling their own instructional time, so few attendance or behavior problems occur. Since the program is voluntary and its goal is realistic and meaningful to high school students, the project has a positive educational environment.

Contact: Keith Robinson
Crook County School Unit
1390 S.E. 2nd St.
Prineville, OR 97754-2498
(503) 447-3743

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CHESTER UPLAND SCHOOL DISTRICT
CHESTER, PENNSYLVANIA

Coordination and staff development enhance Math Achievement Program

Appropriate materials, methods, approaches
Closely monitored student progress
Professional development/training

The Math Achievement Program (MAP) provides intensive remedial instruction to students in grades 2-5 in mathematics learning centers. Students receive 30-40 minutes of small group instruction three to five times weekly. Mathematics computations, concepts, problems, basic measurements and geometry skills are the focus of instruction. The Math Management System developed by Chapter 1 staff includes six components: comprehensive inservice and staff development, the MAP guide, a Math Center Inventory Booklet, an Instructional Materials Crossreference Guide, individual pupil profiles, and conferences between classroom teachers and Chapter 1 teachers.

Student progress is monitored using individual sequential mathematics skills profiles and criterion-referenced tests. In addition, Chapter 1 teachers conduct daily planning sessions with aides and weekly conferences with regular classroom teachers. The mathematics program manager observes classrooms weekly and confers regularly with project staff.

Teachers and aides are involved in weekly staff development activities. Funds are allocated to contract for the services of expert consultants and to pay for teachers to attend curriculum conferences. Chapter 1 teachers join other teachers in taking after-school classes for college credit at local universities.

Contact: William H. Polk
Chester Upland School District
Federal Projects Center
500 W. 9th St.
Chester, PA 19013
(215) 447-3860

GREATER LATROBE SCHOOL DISTRICT
LATROBE, PENNSYLVANIA

Project structure increases time on task and student responsibility for learning

Maximum academic learning time
Appropriate materials, methods, approaches
Professional development/training

A mastery learning approach is used to provide remedial reading instruction to students in grades 2-9. Materials used include skill texts, phonics workbooks, reading kits, paperback books, library books for independent reading, drill and practice materials, and computer software. Instruction begins with activities designed to interest project students in learning. Students are then involved in helping to plan their instructional program.

Classroom etiquette, control, routine and an academic climate designed to maximize time on task are established early in the school year. Students are expected to follow the established patterns and to begin tasks immediately when they enter the classroom. A high level of engaged time is maintained in classes, and some activities require students to keep a log, flowchart or progress report to manage time on task. Parents support students' learning at home, increasing instruction time still further.

Inservice activities cover a wide range of topics. Chapter 1 reading specialists have attended computer training seminars and a summer workshop on using microcomputers and a hard disk networking system for instruction. Chapter 1 reading specialists are included in the district's benefit package, which offers up to $750 payment per year for college credit courses.

Contact: Stephen J. Bair
Greater Latrobe School District
410 Main St.
Latrobe, PA 15650
(412) 539-4200

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NUMBER OF STUDENTS
☐ Less than 100
● 100-499
☐ 500-2500
☐ More than 2500

SETTING
● Rural
☐ Small Town
☐ Suburban
☐ Urban

MARPLE NEWTOWN SCHOOL DISTRICT NEWTOWN SQUARE, PENNSYLVANIA

Instruction adapted to individual student learning needs

Appropriate materials, methods, approaches
Excellence recognized/rewarded
Maximum academic learning time

Students in grades 2-8 receive a minimum of 90 minutes of reading instruction per week in the project resource room. Students are grouped based on skills needs, learning styles and personality characteristics. Study skills and applied reading in the content areas are emphasized. A variety of methods and materials are available to help students who have problems in auditory or visual processing, discrimination, or perception. Students are given a voice in selecting learning activities, which enhances student motivation. Writing activities complement the district curriculum, and material written by Chapter 1 students is reproduced and used in reading/writing learning activities.

To acknowledge student effort and achievement, students are given certificates for self-selected books read at home. In addition, students are rewarded with reduced maintenance schedules when they make progress. Staff are also acknowledged for project success. For instance, they are sometimes invited to participate in conferences, and project achievements are cited in local papers.

Evaluations have revealed a high level of time on task. To increase learning time, students are encouraged to read at home. Appropriate books are provided, and parents are instructed on how to support their children's independent reading.

Contact: C. Judith Stopper
Marple Newtown School District
120 Media Line Road
Newtown Square, PA 19073
(215) 359-4340/4341/4345

PHOENIXVILLE AREA SCHOOL DISTRICT PHOENIXVILLE, PENNSYLVANIA

Director's activities result in good relations with parents and community

Strong leadership
Parent/community involvement
Appropriate materials, methods, approaches

The project director meets with Chapter 1 staff each week and regularly visits project schools. The director and building principals observe project classrooms, offering suggestions as needed. In addition to carrying out organizational, inservice, communication and reporting responsibilities, the director is also actively involved in disseminating Chapter 1 project information through conference speeches and articles. The director maintains close contact with the local Senior Citizens' Center, the Home and School Associations, and the local newspaper.

The Parent Advisory Council (PAC) helps to monitor the project and carries out special projects, such as assisting with the Parents Informing Parents Service (PIPS). PIPS is a newsletter distributed to parents three times a year. Parents also participate in the Parents as Reading Partners program, in which they read stories in the classroom and in the annual Book Swap 'n Shop, where children exchange their used books for books they haven't read. A parenting skills program is offered, and parent-assisted instruction is encouraged through "Make and Take" workshops and distribution of helpful pamphlets.

The project, Reading Improvement by Teaching Eclectically (R.I.T.E.), makes use of a wide variety of books, programs and equipment. Individual monitoring is conducted using the program's Profile Management System.

Contact: Janet M. Trezza
Phoenixville Area School District
1120 S. Gay St.
Phoenixville, PA 19460
(215) 933-1101, ext. 27

WILLIAM PENN SCHOOL DISTRICT
YEADON, PENNSYLVANIA

District's six-week summer program employs practicum teachers as instructional aides

Appropriate materials, methods, approaches
Maximum academic learning time
Excellence recognized/rewarded

This district's Chapter 1 project includes a regular school year program and a six-week summer program. During the school year, students in grades 1-6 participate in the P.R.I.D.E. program (Professional Reading Instruction with Desirable Effects). This pull-out program provides 25 minutes of instruction daily. The summer program includes preschool classes, language arts/mathematics classes for students in kindergarten through sixth grade, special education classes for primary and intermediate grade students, and special classes in mathematics and study skills. In the summer program, graduate students from nearby Drexel University complete their practicum requirements for masters degrees and reading specialist certificates by working as instructional aides.

Out-of-state observation teams visited four project classrooms and found that "all Chapter 1 teachers had a high engagement rate. Students were on task approximately 90% of the the time..." Learning time is further increased through home reading activities.

To encourage student efforts and accomplishments, staff recognize students at awards assemblies, send award certificates home to parents and conduct contests with prizes such as gift books or lunch with the teacher. Teachers' accomplishments are also recognized. The district central administration attends a yearly luncheon where the Chapter 1 teachers are publicly acknowledged for their contribution to the district.

Contact: Marie Burns
Chapter 1 Office
Bell Ave. Administration Building
Bell Ave. and MacDade Blvd.
Yeadon, PA 19050
(215) 284-8041

WILLIAMSPORT AREA SCHOOL DISTRICT WILLIAMSPORT, PENNSYLVANIA

Professional development and training to maximize instructional effectiveness

Professional development/training
Parent/community involvement
Excellence recognized/rewarded

Reading specialists participate in professional development and training activities focused on instructional improvement. Inservice programs include: diagnosis, evaluation, computer assisted instruction, current reading-related and effective instruction topics and Chapter 1 guidelines. Tuition reimbursement programs encourage staff academic development. Attendance at professional conferences enhances staff effectiveness.

Parents are encouraged to attend the annual project open house, designed to encourage reading by acquainting students and parents with the public library. Parent conferences are held twice a year, with about 98 percent parental attendance. Parent training workshops build parents' skills in supporting their children's reading at home.

To encourage and recognize students' accomplishments, staff present certificates and awards, display student work at school, and hold "graduation" ceremonies for students testing out of the program. In addition, students receive special recognition from the school principal. Teachers are recognized by being chosen as evaluators of other districts' programs, being asked to give conference presentations, being selected for visits/observations by staff from other districts, and being chosen as members of special curriculum and other committees.

Contact: Deborah A. Evans
Joseph R. Karpinski
Williamsport Area School District
201 W. Third St.
Williamsport, PA 17701
(717) 327-5500

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NORTH PROVIDENCE SCHOOL DEPARTMENT NORTH PROVIDENCE, RHODE ISLAND

Classroom teacher preference determines selection of in-class or pull-out method

Coordination with other programs
Appropriate materials, methods, approaches
Maximum academic learning time

In the Reading Haven project, students in grades 1-6 are pulled from the classroom or instructed within the classroom, depending on the preferences of the classroom teachers. The in-class approach is encouraged but not required.

Classroom teachers identify skill deficits of project children. These perceptions are compared with test results to ensure accuracy. Classroom teachers also complete reading skills checklists, which are used by Chapter 1 teachers as a basis for instruction. Chapter 1 and regular teachers communicate regularly, both formally and informally.

Materials and strategies are selected based on students' individual needs and learning styles. When changes in student needs indicate a need to change reading series, staff take care to avoid gaps in the child's instruction and to acquaint the child with the new program's structure. Sessions usually consist of teacher-directed instruction followed by student practice time. Skills are applied within a realistic context, not a testing context only. Language experience, individualized reading and activities which specifically supplement the classroom text are presented. Learning time is maximized by the project's emphasis on direct teaching, small group size and daily teacher/group contact.

Contact: Richard Shadoian
North Providence School Department
11 George St.
North Providence, RI 02911
(401) 232-0840

PORTSMOUTH SCHOOL DEPARTMENT PORTSMOUTH, RHODE ISLAND

Project builds reading skills, self-concepts, positive attitudes toward learning

Clear goals and objectives
Coordination with other programs
Parent/community involvement

Called RIPPS (Reading Instruction and Pupil Personnel Services), this project is designed to improve the reading achievement, self-concepts and school attitudes of participating students in grades K-12. Project reading specialists work closely with the RIPPS pupil personnel staff, classroom teachers, administrators and parents to achieve these goals. Indicators of success are described in clear and measurable terms.

At the elementary levels, RIPPS teachers use the same materials and teach the same concepts as regular teachers. At the middle and high school levels, remedial reading teachers use the same content area materials that students use in their regular classes. Project and regular teachers develop materials and plan instruction which can be used in both Chapter 1 and regular classes. Chapter 1 reading teachers' schedules include time for conferences with regular teachers.

Reading teachers meet with all project parents to explain the Chapter 1 program and their children's individual needs and learning plans. Additional conferences are held during the school year. The project offers a ten-week Parent Study Group, which is designed to help parents develop skills to guide their children toward appropriate social behavior and to increase their children's general educational efficiency. Members of the district-wide Volunteers in Schools (VIS) program work with project students.

Contact: Mary Ann Martin
Portsmouth High School
Education Lane
Portsmouth, RI 02871
(401) 683-1450

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CHARLESTON COUNTY SCHOOL DISTRICT CHARLESTON, SOUTH CAROLINA

Regular and Chapter 1 programs help students to meet district skill mastery requirements

Coordination with other programs
Closely monitored student progress
[illegible] munity involvement

Project students in grades 1-5 work for 30 minutes each day in the mathematics laboratory. They spend 10 minutes on computer drill and practice and 20 minutes on unmastered skills from the district mathematics curriculum.

Students work on the same skills in the regular classroom and the Chapter 1 lab–skills which students need to master at a 90 percent level to be promoted to the next grade level. The district mathematics coordinator developed both the regular and the Chapter 1 programs. Each Chapter 1 student has an individual education plan, which is developed jointly by the student's regular and project teacher. Regular teachers, Chapter 1 teachers and aides meet weekly to review each student's progress.

A record/IEP folder is maintained for each project student. Folders include criterion-referenced test dates and results, results of diagnostic tests indicating where further remediation is needed, and prescription sheets for unmastered objectives. Dated items reveal how long a student has been working on a particular objective. The other major monitoring device is the computer assisted instruction gains report, which the computer prints for each student on the last day of each month. These reports show students' progress on daily mixed drill.

A third of the project parents participate in Parents Involved in Teaching Their Children at Home (PITTCH), the project's parent training program. Additional support for parent assisted learning at home is provided through meeting with consultants and community contact people.

Contact: Louise M. Smith
Division on Instruction
3 Chisolm St.
Charleston, SC 29401
(803) 722-8461

DARLINGTON COUNTY SCHOOL DISTRICT DARLINGTON, SOUTH CAROLINA

"I Think I Can" campaign increases project students' confidence and motivation

High expectations for learning/behavior
Positive climate
Parent/community involvement

Project students in grades 2-6 receive 35 minutes of resource room instruction daily. Staff use manipulatives and graphics to illustrate all mathematical concepts presented.

Chapter 1 students participate in schoolwide math-oriented clubs, contests and exhibits. Another major motivator is one school's 'I Think I Can' (ITIC) campaign, in which students make contracts with teachers to improve their classroom test scores. Students receive awards and recognition if they succeed. Only Chapter 1 students know the meaning of the ITIC messages and posters displayed around the school, and they are sworn to secrecy.

The project's educational environment is relaxed and flexible. Students receive a great deal of support, and they are encouraged to develop critical thinking skills and to take the risk of being wrong. Teachers demand that students work to their potential. In the project's small group setting, teachers are able to monitor students' work closely, provide feedback and reinforce learning.

Parents provide input for planning and evaluation. Training and materials are provided for parents to support their children's learning at home. For instance, parents receive a "Recipes for Learning" cookbook with recipes and instructional activities related to cooking. The project includes instructional activities which involve the teacher, parent(s) and student.

Contact: Wanda Rushing
Chapter 1 Office
102 Park St.
Darlington, SC 29532
(803) 393-1214

GORDON ELEMENTARY SCHOOL
DILLON, SOUTH CAROLINA

Unique motivational and reward systems inspire students to succeed in math classes

High expectations for learning/behavior
Positive climate
Excellence recognized/rewarded

At the beginning of the school year, Chapter 1 teachers explain to students the purpose and importance of the Comprehensive Test of Basic Skills (CTBS). They explain how results are used to determine placement, curriculum and materials, and to evaluate the program's effectiveness. Students and teachers develop contracts specifying students' goals for CTBS spring testing. Project students wear badges, make posters and conduct pep rallies to generate motivation and encouragement as spring test time approaches. The project's name, "The A-Team," also communicates high expectations of students. Project staff wrote to "The A-Team" television program and received autographed pictures and letters of encouragement for each student.

Math Labs are well organized and attractive, with learning materials easily accessible. A very positive rapport exists between students and teachers, and learning materials are challenging and appealing. Children frequently ask to spend their recess time working with materials and equipment in the Math Lab.

Project students who achieved their CTBS goals in 1983-84 were taken on a field trip to the state capital in Columbia, where they toured the Capitol, were introduced in the House of Representatives and received personal congratulations from Governor Richard Riley. (See next profile.)

Contact: R. James Roquemore, Jr.
Dillon County School District #2
401 Washington St. West
Dillon, SC 29536
(803) 774-8391

GORDON ELEMENTARY SCHOOL DILLON, SOUTH CAROLINA

Unique motivational and reward systems inspire students to succeed in reading classes

High expectations for learning/behavior
Positive climate
Excellence recognized/rewarded

At the beginning of the school year, Chapter 1 teachers explain to students the purpose and importance of the Comprehensive Test of Basic Skills (CTBS). They explain how results are used to determine placement, curriculum and materials, and to evaluate the program's effectiveness. Students and teachers develop contracts specifying students' goals for CTBS spring testing. Project students wear badges, make posters and conduct pep rallies to generate motivation and encouragement as spring test time approaches. The project's name, "The A-Team," also communicates high expectations of students. Project staff wrote to "The A-Team" television program and received autographed pictures and letters of encouragement for each student.

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Contact: R. James Roquemore, Jr.
Dillon County School District
#2401 Washington St. West
Dillon, SC 29536
(803) 774-8391

GREENWOOD SCHOOL DISTRICT 50
GREENWOOD, SOUTH CAROLINA

Six-part program provides coordinated services to project children

Coordination with other programs
Appropriate materials, methods, approaches
Parent/community involvement

This "total" instructional mathematics program features communication and coordination among regular, Chapter 1 and special education teachers. They work together to develop instructional goals, long-term plans and inservice training, and to increase teacher awareness of schoolwide math program evaluations.

The district developed and uses a research-based Six-Part Coordinated Program. Its components are planned staff-development, a diagnostic/prescriptive approach, responsive instruction using tailored materials, systematic recordkeeping, parent involvement, and formative and summative evaluation. Instructional materials are selected based on skill needs, learning styles and teaching styles. Active, hands-on materials and equipment are emphasized. The project also stresses teacher-directed instruction and teacher-made materials.

An open-door policy for parent visitation sets a positive tone for parent involvement. Parents receive awareness materials and attend awareness sessions featuring slide/tape presentations. Teachers maintain Parent Contact Summary logs to keep track of communication with parents, including phone calls, conferences, home visits and letters. District-developed At Home Math Activities and other take-home activities help parents to support their children's learning. Some parents volunteer in the classroom, and many become involved in special activities such as "Kite Day" and "Shopping Spree."

Contact: Mary Frances Gambrell
Greenwood School District 50
P.O. Box 248, Gage St.
Greenwood, SC 29648
(803) 223-4348

RICHLAND COUNTY SCHOOL DISTRICT ONE
COLUMBIA, SOUTH CAROLINA

In-class readiness program features hands-on learning for first graders

Coordination with other programs
Appropriate materials, methods, approaches
Parent/community involvement

Operation Lift-off in Basic Skills-Readiness serves first graders whose Cognitive Skills Assessment Battery scores indicate they are not ready for formal mathematics and reading instruction. Project teachers instruct small groups of children in their regular classrooms.

The readiness program objectives are closely correlated with the objectives of the regular program's basals and curriculum guides. Biweekly conferences between readiness teachers and regular teachers help insure program integration. Readiness teachers keep records of these sessions. Records are periodically checked by the project consultant. Inservice sessions orient new teachers, and all teachers attend school and district staff meetings.

Most materials used in the project are manipulative, giving children concrete, hands-on learning experiences. Many are teacher-made materials tailored to teach and reinforce specific objectives in particular ways.

A very active Parent Advisory Council (PAC) provides support to the project. PAC members make site visits to project schools and gather observational data. The PAC also operates a Chapter 1 Parent Center, which contains a clothing bank, book bank, and other materials and resources. Project staff provide materials and suggestions for parent-assisted learning at home. In some project schools, parent volunteers help teachers make learning games and other activities.

Contact: Betty Cribbs
Richland County School District One
1616 Richland St.
Columbia, SC 29201
(803) 733-6160

DOUGLAS ELEMENTARY SCHOOL ELLSWORTH AIR FORCE BASE, SOUTH DAKOTA

Program integration and staff inservice helps project to meet students' needs

Coordination with other programs
Professional development/training
Regular feedback/reinforcement

A director, diagnostician, diagnostic aide and 12 tutors operate this reading and mathematics program for students in grades 1-6. Students receive three to five half-hour instructional sessions each week.

Project goals and objectives are congruent with those of the regular mathematics and reading programs, and the project's criterion referenced tests are aligned with the regular program basals. Materials are developed or purchased with specific objectives in mind. Chapter 1 staff serve on district mathematics and language arts task forces.

Chapter One Resource Exchange (CORE) meetings are held monthly. These sessions teach and reinforce skills in testing, teaching, using materials, using management systems, applying reinforcement techniques and problem solving. Project staff participate and give presentations at state, regional and national conferences, and they visit and learn from other Chapter 1 projects. District staff development funds pay for tutors to take college classes, which increase their knowledge of mathematics, reading and diagnostic techniques.

During instruction tutors provide immediate feedback on students' work, attempting to give feedback which is specific and appropriate to the instructional matter at hand. Tutors provide positive feedback for students' effort and attitude as well as for achievement.

Contact: Patricia A. Kroetch
Douglas School System
Ellsworth Air Force Base, SD 57706
(605) 923-1412

MITCHELL SCHOOL DISTRICT
MITCHELL, SOUTH DAKOTA

Project director's leadership inspires school and community support

Strong leadership
Parent/community involvement
High expectations for learning/behavior

This project provides supplemental reading and mathematics instruction to students in grades K-6. Activities aimed at enhancing children's self-concepts are included.

The project director meets with each Chapter 1 staff member to set up individual professional improvement plans. Staff are also encouraged to attend conferences, classes and training sessions to develop their skills. The director's strong and public commitment to the project has inspired school and community support. The project director and building principal meet biweekly to discuss instructional and management issues.

Parents actively participate in a task force developed in 1983 to study compensatory education in the district. The major finding–that the Chapter 1 program is the best vehicle for delivering compensatory services–was made public during a televised school board meeting. Chapter 1 staff communicate with parents by sending them materials, conducting parent-teacher conferences and open-house events, and including parent input in project evaluations.

Staff hold high expectations of project participants, who are encouraged and expected to be involved in school activities. Project students have presented plays for students in the regular classroom, and all project children help to prepare the annual project newsletter. Children receive instruction specifically designed to help them meet the expectations held for them. Assertive discipline techniques are applied in both regular and project classrooms.

Contact: A. Tony Adams
823 West Fourth
Mitchell, SD 57301
(605) 996-5074

NORMAL PARK SCHOOL
CHATTANOOGA, TENNESSEE

Regular-Chapter 1 teacher pairs teach primary students in the regular classroom

Clear goals and objectives
Appropriate materials, methods, approaches
Coordination with other programs

First, second and third graders at Normal Park School receive language arts instruction from teams composed of the Chapter 1 and regular classroom teachers.

School staff, parents and community members developed project goals using a three-step process. First, participants developed and administered a survey to the community's diverse constituents. Second, they reviewed and incorporated statewide goals. Finally, participants reviewed student data to identify and incorporate student needs into goals and objectives. Goals are stated in clear and measurable ways and communicated throughout the community.

Classes are divided in half, with the regular teacher and Chapter 1 teacher each working with a group of students in separate classrooms. Direct teaching is the main form of instruction, although students also pursue some independent practice activities. The effectiveness of materials and methods is reviewed every six weeks, and changes are made as needed.

By pairing Chapter 1 and regular teachers, who plan and deliver the same instruction to project students, coordination is assured. Planning occurs both formally and informally. This project structure avoids scheduling problems and time loss frequently associated with pull-out programs.

Contact: Frances S. Wilson
Chattanooga Public Schools
1161 West 40th St.
Chattanooga, TN 37409
(615) 825-7304

AUSTIN INDEPENDENT SCHOOL DISTRICT AUSTIN, TEXAS

Full-day preschool program provides readiness activities for at-risk children

Appropriate materials, methods, approaches
Coordination with other programs
Evaluation used to improve project

Four-year-olds identified as being at risk for school failure are the focus of this project, which provides children with the basic concepts and skills needed for success in school. The self-contained classrooms provide a supportive environment for children to become active learners and problem-solvers. There are 16 children per class.

The project features a locally developed curriculum and a full school day. Each classroom contains an abundance of materials and equipment for developing conceptual, perceptual and language skills. The project is supervised by a full-time, certified early childhood education coordinator and includes monthly staff development sessions.

The district's prekindergarten, kindergarten and primary programs are carefully coordinated. The instructional coordinator for early childhood programs (including bilingual and migrant programs) also serves as a coordinator for the K-3 programs. Project objectives are based on local curriculum guidelines. Project teachers are members of their schools' kindergarten teams. They also participate in local and district-wide meetings and staff development sessions.

Formal, continuous process and product evaluations are conducted. Evaluation techniques include analysis of attendance records, teacher interviews and classroom observations, and analysis of achievement data. Program changes are made in response to evaluation findings.

Contact: Anita Uphaus
Austin Independent School District
6100 Guadalupe
Austin, TX 78752
(512) 458-1227

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
CORPUS CHRISTI, TEXAS

Regular teachers join project teachers to lead elementary reading/language arts classes

Coordination with other programs
Appropriate materials, methods, approaches
Professional development/training

Regular classroom teachers join with Chapter 1 teachers to provide reading and language arts instruction to students in grades 1-6. Students receive instruction in their regular classrooms during regularly scheduled reading/language arts periods. This structure lends itself to close coordination between the Chapter 1 and regular programs. Chapter 1 teachers, regular teachers who work in the Chapter 1 program, and regular teachers who do not teach Chapter 1 classes meet regularly to coordinate instruction. Specific procedures are followed to identify and serve students eligible for Chapter 1, bilingual and special education services.

Using regular teachers to teach Chapter 1 classes, it is possible to provide a 12:1 student-teacher ratio for daily periods of two to three hours. Vocabulary development, composition and reading children's books are emphasized. Basal readers, language texts, spelling texts, resource files, word lists, paperback books, listening stations and computers are used. Sequential study skills instruction is provided.

Inservice activities are modified to meet the needs of each project site. Inservice topics include Chapter 1 guidelines, physical setting of the classroom, classroom management, instructional activities, and planning and recordkeeping.

Contact: Edmund Martinez
Corpus Christi Independent School District
801 Leopard
P.O. Box 110
Corpus Christi, TX 78403
(512) 888-7911

NORTHSIDE INDEPENDENT SCHOOL DISTRICT SAN ANTONIO, TEXAS

Prekindergarten activities provide academic, social and physical readiness

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Program goals are coordinated with those of the kindergarten program, so the program provides a foundation for kindergarten activities. Kindergarten and prekindergarten teachers participate in staff development activities together, and they jointly conduct formal and informal planning. At each school site, the project teacher and kindergarten teacher are located in a combined grade level area. Prekindergarten teachers are required to submit lesson plans, keep progress reports, maintain contact with parents and participate in district staff development activities.

Objectives and instructional approaches are explained to and reviewed by parents of entering children. Parent volunteers support classroom instruction, and parents receive training in parenting skills and in supporting their children's instruction at home. Community members assist in the classroom through the P.A.L. (Parents Assist Learning) program. Parents are involved in cultural awareness activities through story telling, cooking, dancing and art activities.

Children attend the program all day in classes of 20. Small group and class activities are featured. During small group instruction, one group of children works with the teacher, one group works with the aide and one group pursues independent study. Children select their own activities during Learning Center Time.

Contact: Rosemary G. Perez
5223 Blessing
San Antonio, TX 78228
(512) 432-6002

TYLER INDEPENDENT SCHOOL DISTRICT TYLER, TEXAS

"Matching teacher model" used to teach reading/language arts to primary children

Clear goals and objectives
Coordination with other programs
Strong leadership

Children in grades 1-3 receive reading/language arts instruction for three hours each day. This project uses the matching teacher model, in which regular teachers join Chapter 1 teachers to instruct children within their regular classrooms. Mastery learning strategies developed by the Exemplary Center for Reading Instruction (ECRI) are used.

Project goals and measurable performance objectives are clearly specified. Procedures are clearly described to insure that project objectives are attained and reinforced. Project goals include fostering positive student attitudes toward themselves and toward learning, as well as enhancing student achievement.

Chapter 1 goals are an integral part of the district's goals. The district's four-component Instructional Leadership System (which includes data analysis, goal-setting, plan of action and evaluation) is used to insure that program goals are coordinated. Formal and informal planning and other contacts among teachers further assure coordination.

Building principals have participated in intensive inservice training to enable them to conduct classroom observations and evaluate the Chapter 1 program and staff. The project director is a certified trainer for the ECRI model and teaches a university course in this model. The coordinator and building staff conduct ongoing planning, and the director and principals generate community support for the project.

Contact: Henrietta Grooms
Tyler Independent School District
P.O. Box 2035
Tyler, TX 75710
(214) 595-3481

ALPINE SCHOOL DISTRICT
AMERICAN FORK, UTAH

Cross-age tutoring helps primary children develop reading skills and self-esteem

Appropriate materials, methods, approaches
Positive climate
Parent/community involvement

In this project first and second graders are tutored by specially trained fifth and sixth graders. Tutors work one-to-one with project students in a self-contained classroom. The project focuses on developing basic reading skills and student self-esteem. At each project school the Chapter 1 staff, consisting of a teacher and a counselor, manage the program. They select and train the tutors, write prescriptive lessons, administer all tests and direct program operations. Tutors are trained to use a multisensory approach. Modified directives from the Exemplary Center for Reading Instruction (ECRI) program provide structure and thoroughness and keep students on task.

Constant and close supervision by Chapter 1 staff contributes to a positive atmosphere. The teacher works with each pair of students every day, listening to reading, checking for comprehension, administering tests and providing frequent positive reinforcement.

Project parents have planned and presented a parent workshop which provides information on Chapter 1 and ways parents can support their children's learning. Parents also participate in conferences with the teacher three times each year and host an annual, week-long open house. Parents may contact project staff using a direct phone line to the Chapter 1 classroom. Parents annually use an evaluation form to provide suggestions for curriculum improvement.

Contact: W. Stanford Stubbs
Alpine School District
50 North Center Street
American Fork, UT 84003
(801) 756-9671

ADDISON NORTHEAST SUPERVISORY UNION BRISTOL, VERMONT

Home-based early childhood education program involves parents in school readiness activities

Parent/community involvement
High expectations for learning/behavior
Evaluation used to improve project

The Compensatory Early Education Home-Based Program serves three-to five-year-olds who might not otherwise perform at grade level when they enter school. The project teacher visits three- and four-year olds at home for a one-and-one-half hour period each week. Five-year olds attend regular kindergarten and receive one-hour home visits twice each week.

Parents are directly involved in the learning activities presented during home visits. Teachers assign tasks for parents to complete between visits, and they distribute activity calendars suggesting parent-child activities. The project hosts bi-monthly "coffee hours," during which parents discuss mutual concerns, problems and methods of working with their children. Workshops are held for "make and take" games and other activities. Community members donate games, toys, puzzles and books to the project; and local businesses donate paints, paper, wood and other materials for children's home projects.

Staff hold high expectations of all children regardless of family background or income level. Children are expected and encouraged to speak clearly, to explain the concepts they are learning and to complete tasks.

The favorable evaluation of the program for three- and four-year-olds led to the decision to expand the program to include kindergarten children. Other changes are made as needed in response to the annual state-conducted evaluation.

Contact: Jeanine Peck
Addison Northeast Supervisory Union
9 Airport Drive
Bristol, VT 05443
(802) 453-3657

GRAND ISLE SUPERVISORY UNION DISTRICT
NORTH HERO, VERMONT

District management system insures coordination of Chapter 1 and regular math programs

Coordination with other programs
Closely monitored student progress
Parent/community involvement

In-class instruction is used whenever possible in this project, which provides supplemental mathematics instruction to students in grades 1-8. Instruction is tailored to fit students' individual needs and learning styles.

The district and the Chapter 1 staff have worked together to establish an outcome-based model of effective teaching. This model includes a district mathematics curriculum and a coordinated evaluation and management system. Chapter 1 staff and regular classroom teachers collectively plan, implement and evaluate each Chapter 1 student's program.

Student progress is monitored using daily logs, which include the objective of each lesson and a record of each student's performance. A checklist corresponding to the district's curriculum is also included in the student's folder. Student progress is monitored during meetings of Chapter 1 staff, regular staff and the school principals. Programming changes are made as needed.

Project parents support their children's learning by monitoring daily homework assignments and participating in home reading activities. They also participate in parent-teacher conferences, open houses and other activities. Participants in the Grandparents' Volunteer Program provide instructional help to students and talk to students about how mathematics is used in their professions.

Contact: Elaine Sinclair Fowler
Box 93
South Hero, VT 05486
(802) 372-5600

WINDHAM SOUTHEAST SUPERVISORY UNION BRATTLEBORO, VERMONT

Strong parent and community support contributes to math/reading project's success

Parent/community involvement
Professional development/training
Positive climate

Thirty minutes of mathematics and/or reading instruction are provided daily to students in grades K-8. Small group (two or three students) or one-to-one instruction is provided in the Chapter 1 classroom.

An active Parent Advisory Council (PAC) communicates Chapter 1 activities to the community and invites community members to join. PAC members also provide evaluation input to project staff. The PAC has developed a pamphlet describing how parents can help their children's learning activities at home, and it sponsors and staffs an annual district-wide "Book Swap." Parents are invited to visit the project classroom and, if they wish, they may join in educational games and activities. The project director meets with parents frequently to discuss concerns or suggest home learning activities.

Project staff attend monthly sessions with the director. Workshops, speakers, planning meetings and other activities may fill this time period. When computers were acquired for the project, training was provided to increase the computer literacy of the staff. Released time is given each year so that project staff can observe one another teaching and working with new instructional techniques. This aspect of the project was included as an "effective practice" in a regional sourcebook.

Project classrooms are informal, caring and success-oriented. Teachers communicate fondness for the students and enthusiam for learning. The teachers are available to discuss academic and nonacademic concerns with students. Classroom facilities are attractive and the environment orderly and disciplined.

Contact: Nell Cary Sather
WSESU Special Services Center
96 Green Street
Brattleboro, VT 05301
(802) 254-9661

ARLINGTON PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

Positive school-community relations enhance reading/language arts project

Clear goals and objectives
Maximum academic learning time
Parent/community involvement

Chapter 1 teachers provide supplemental reading and language arts instruction to students in grades 1-5. Groups of eight students receive 45 minutes to an hour of daily instruction in pull-out classes. Instruction is based on the school's basal textbook and literature series.

The project is designed to remediate deficiencies in vocabulary, comprehension, word analysis, expression, grammar, spelling, handwriting, expository writing and study skills. Project goals and objectives are clearly specified. Project staff use newspaper articles, cable television and a Chapter 1 slide show to publicize goals and objectives to school and community members.

Teachers use techniques, forms and procedures learned in a time on task workshop to use time more efficiently. Classroom observations indicated that engagement rates increased from 45 to 80 percent after these techniques were implemented. Learning time is also increased through reading club competitions and parent-assisted home reading activities.

The project's Parent Advisory Council (PAC) provides evaluation input, hosts open houses and works with project staff on implementing special events such as the annual Home/School Reading Carnival. The PAC also conducts fundraising activities. Parents are given "PAC sacks" of instructional materials and receive training for working with their children on learning activities at home.

Contact: Hazeline T. Harris
Arlington Public Schools
1426 North Quincy St.
Arlington, VA 22207
(703) 558-2003

HENRICO COUNTY PUBLIC SCHOOLS HIGHLAND SPRINGS, VIRGINIA

Reading/language arts project includes provisions for physical needs of primary children

Appropriate materials, methods, approaches
Maximum academic learning time
Professional development/training

This project provides reading and mathematics instruction, along with readiness activities for these subjects. Kindergarten, first and second grade children come to Chapter 1 classrooms for these activities. The project is designed to prevent later academic failure by intensively working with small children. Project classrooms have a contract or management system: after initial large-group instruction, children check a display board for their names, then go to the learning center indicated. This practice preserves learning time, fosters responsibility and increases children's awareness of their environment. Project staff use various learning strategies and materials, which are periodically reviewed for effectiveness. The program includes a support system for meeting identifiable health and other physical needs. Dental care, glasses and clothing are arranged for or provided by the project as needed.

Every minute students spend in the project classroom is scheduled. Students arrive on time and move directly from one instructional activity to the next. Teachers develop plans which maximize instructional time.

All staff attend monthly inservice sessions. Inservice topics include: classroom management training; learning styles, particularly with regard to the disadvantaged learner; self-concept and learner success; and involvement of the total student in reading activities.

Contact: Marcelle V. Mansfield
Henrico County Public Schools
P.O. Box 40
Highland Springs, VA 23075
(804) 644-1201

NEWPORT NEWS PUBLIC SCHOOLS
NEWPORT NEWS, VIRGINIA

Teachers instill feelings of importance and belonging in programs for preschool and primary children

Positive climate
Maximum academic learning time
Excellence recognized/rewarded

This Chapter 1 project provides individualized programs in language development, reading and mathematics. Programs include a language readiness program for four-year-olds, language development for first and second graders, reading for third and fourth graders, and mathematics for grades three to five. First Step, the prekindergarten program, is a full-day program, and programs for school-age children use a pull-out model.

Instruction takes place in a warm and supportive environment. Children are encouraged to express themselves, and teachers attempt to instill a feeling of importance and belonging. The physical surroundings are attractive and give students easy access to materials they need.

Project staff make efficient use of learning time. At the beginning of the school year, teachers establish clear rules for behavior. Instructional planning based on teachers' experience also leads to efficient time use. Materials and equipment are ready for students' use, and activities are appropriate for students' learning levels. Children are taught procedures, such as checking out and returning books, which enable them to carry out tasks quickly and independently.

Progress and achievement are recognized through stickers, stars, certificates, "newsletters" to parents, access to "special" materials and other means. Math students earn "money" for demonstrating proficiency, and they are able to spend it at auctions held twice yearly. Teachers must have three years of successful classroom teaching experience to be eligible to teach in the Chapter 1 program.

Contact: Elva W. Hunt
119 Main Street
Newport News, VA 23601
(804) 599-8866

PORTSMOUTH PUBLIC SCHOOLS
PORTSMOUTH, VIRGINIA

PASSPORT project's Parent Center provides information, support and training to Chapter 1 parents

Parent/community involvement
Coordination with other programs
Professional development/training

This district's Chapter 1 program is called PASSPORT–Positive Approach to Supplementary and Supportive Program Opportunities for Reinforcement Teaching. Students in grades 1-6 receive supplemental instruction in reading, and students in grades 1-4 receive supplemental instruction in mathematics. A pull-out design is used, with students in grades 1-3 receiving 30 minutes of instruction daily, and students in grades 4-6 receiving 45 minutes.

Parents provide evaluation input, visit project classes, assist children's learning at home, provide volunteer assistance by making instructional aids for use in Chapter 1 classes and participate in Parent Advisory Council (PAC) meetings. A project Parent Center provides assistance to parents regarding child development, behavior management, home-school relations and community awareness. Parents and people affiliated with social, health and police-community agencies are encouraged to present programs relevant to Chapter 1 students.

Project objectives parallel those of the regular classroom. Project activities reinforce reading and mathematics skills introduced, but not mastered, in the classroom. Chapter 1 and regular teachers regularly meet for formal conferences, and regular teachers keep project teachers informed of instructional needs using weekly skill notes.

The entire project staff participates in monthly inservice activities. In addition, new Chapter 1 teachers, aides and even substitutes receive intensive orientation, training and opportunities for observation throughout the school year.

Contact: A.C. Hinton, Jr.
Office of Chapter 1
3651 Hartford Street
Portsmouth, VA 23707
(804) 393-8611

CENTRAL VALLEY SCHOOL DISTRICT #356
SPOKANE, WASHINGTON

Rotating learning stations accommodates different learning styles

Clear goals and objectives
Appropriate materials, methods, approaches
Maximum academic learning time

Third, fourth and fifth grade students receive reading instruction for a half hour each day. Activities lead toward mastery of decoding skills, increased vocabulary recognition and use, increased comprehension, ability to read in context at a given level, and positive self-image.

Input from community, staff and student surveys is used to establish project goals and objectives. These are communicated schoolwide and to the community through the Chapter 1 handbook, staff meeting presentations, parent meetings and parent-teacher conferences, Chapter 1 newsletters, and a skill-based report shared with parents.

Staff accommodate differences in learning styles using a rotating learning station approach, in which students are given oral instruction, written practice and hands-on experiences. Program aides provide drill and skill development activities, and other encouragement and reinforcement. A specially designed computer-assisted instruction program helps students develop vocabulary and decoding skills. Staff and students also use modified precision teaching skill sheets and vocabulary lists, books, typewriters, tape recorders, language masters, and reading games.

Project learning stations are task oriented, promoting efficient time use and independent work habits. Individualized learning plans insure that instructional time is used to meet each student's specific learning needs.

Contact: Margaret Erickson
Central Valley School District #356
South 123 Bowdish Road
Spokane, WA 99206
(509) 922-6719

PASCO SCHOOL DISTRICT #1
PASCO, WASHINGTON

Individualized Bilingual Instruction Project uses paraprofessionals as teachers at Washington and Texas sites

Clear goals and objectives
Coordination with other programs
Professional development/training

The Individualized Bilingual Instruction (IBI) Interstate Training Project serves migrant children three years old through third grade. Participants, 98 percent of whom are Hispanic, enter the program speaking little or no English. In 1983-84 the IBI project operated at several sites in the states of Washington and Texas, with the Pasco School District serving as the program's funding and administrative agent.

Program goals relate both to academic growth and to the special educational problems of children in migrant worker families. These problems include missing school, repeating grades, interrupting schooling and lacking continuity. In response to these concerns, the program extends learning time by teaching readiness skills to preschoolers and operating an after-school program for primary children. It provides English/Spanish bilingual education in preschool. Program staff have also developed an individualized curriculum sequence for grades 1-3, and they have set up parallel programs in two states where many migrant families alternately live and work. The Texas site also features a mobile program in which teachers move with migrant families between northern and southern work sites.

Project trainers receive 2-3 months of preservice training so they are able to demonstrate teaching in all curricular areas when providing training. The majority of the teaching staff members are paraprofessionals. They work with the trained trainers who are professionally-trained teachers, and they are observed and coached as they learn to teach to criterion.

Contact: Louise Gustafson
P.O. Box 2367
Pasco, WA 99302
(509) 547-8442

PORT TOWNSEND SCHOOL DISTRICT #50
PORT TOWNSEND, WASHINGTON

Children in migrant fishing families continue education while away from school

Clear goals and objectives
Parent/community involvement
Appropriate materials, methods, approaches

Migrant students in this district spend a major part of the school year fishing with their families. Because of this, the project teacher determines students' needs and develops individualized educational programs to enable them to continue their education when they cannot be in the classroom. The program is intended to prevent students in grades K-12 from losing credit and/or dropping out, and to reduce the need for remediation when they return to class.

The program was developed in response to parent requests, and parents' input continues to influence planning, curriculum development, implementation and evaluation. Parents are their children's teachers when the family is away from the district. They supervise their children's study, tutor them, correct daily work, provide encouragement and administer tests. Parents also report their children's progress to the migrant advisory teacher.

Students receive instruction in math, language arts, reading, social studies, science and health, with electives offered for grades 8-12. The program continues year round for students who are unable to complete their course work during the regular school year. When in Port Townsend, project students receive tutoring at school if needed. Each student's correspondence program is carefully matched to his/her in-school program.

Contact: Penny Kelley
Port Townsend School District #50
1610 Blaine
Port Townsend, WA 98368
(206) 385-3614

PROSSER CONSOLIDATED SCHOOL DISTRICT PROSSER, WASHINGTON

"Correspondence course" enables high school students to earn credit toward graduation

Clear goals and objectives
Appropriate materials, methods, approaches
Strong leadership

The major goals of the P.A.S.S. (Portable Assisted Study Sequence) Program are to prevent migrant secondary students from dropping out of high school and to help them accumulate the credits necessary to graduate. Any credit-deficient migrant student in the state may earn credit from Prosser High School by completing a portable study packet, which they use to earn competency-based credits. High school counselors and tutors provide support to project students, enabling them to meet program goals.

P.A.S.S. is a correspondence-type course which emphasizes self-directed learning and independent study. During regular visits with local contact people, students receive guidance in completing their learning package activities. Each course contains a primary idea, instructional objectives, clear directions and an activities check-off list. Several courses are conducted in Spanish to benefit students who have lost credits due to an English language deficiency. Students keep all supplemental paperbacks and other supplies included in the learning packages.

P.A.S.S. Program staff have given presentations on the program to districts throughout Washington, leading to a steady increase in the number of schools involved in the program. In addition, educators from several states, including Oregon, Texas, Wisconsin, and New York, have visited the program and received inservice to help them use the P.A.S.S. model in their states.

Contact: Susan Fulton
Prosser Consolidated School District
P.O. Box 430
Prosser, WA 99350
(509) 786-3323

SPOKANE SCHOOL DISTRICT #81
SPOKANE, WASHINGTON

Active, broad-based leadership gives direction to five-component project

Strong leadership
Appropriate materials, methods, approaches
Parent/community involvement

The project serves children in grades K-4. Counseling and health support services are provided in addition to school readiness, reading and mathematics remediation.

The program is operated in twenty-one schools by a program coordinator, full-time manager, half-time manager, three facilitators working on supplemental contracts and the school principal. Each program component (reading, mathematics, first grade, kindergarten and counseling) has a facilitator. These five facilitators meet monthly for discussion and planning. Building principals and the district Parent Advisory Council (PAC) also provide leadership and direction. A Professional Planning Committee, comprised of public and private school administrators and staff members, meets monthly and makes recommendations regarding project operations.

The kindergarten program is home-based, with all instruction taking place outside school hours. The first grade component is both home-based and pull-out. The reading and mathematics programs use a pull-out structure. The counseling program is designed to improve students' academic achievement by enhancing their self-esteem and social skills.

The project's VIP ("Very Important Partners") program fosters positive home-school relations, provides training to parents for supporting their children at home and provides learning games for parents to use with their children. In some schools community volunteers tutor project children in reading. Project staff continually experiment to find productive ways to involve parents and community members.

Contact: Barbara Wylder
Spokane School District
W. 200 Bernard
Spokane, WA 99203
(509) 458-3844

School Readiness

KANAWHA COUNTY SCHOOL DISTRICT CHARLESTON, WEST VIRGINIA

Project emphasizes real-life application of reading skills

Clear goals and objectives
Appropriate materials, methods, approaches
Positive climate

Project W.O.R.K. (The World Of Real Knowhow) is a functional reading program for sixth graders. Students spend thirty minutes a day working with teachers and aides in a reading laboratory.

The project has clearly defined goals and objectives, along with built-in procedures to insure that they are attained. Those goals and objectives pertain to students' self-concepts and attitudes toward school, as well their reading skills. Written communication, such as invitations, contracts and membership cards, are used to disseminate information about the project, stimulate interest and engage commitment.

Traditional skill reinforcement encompasses activities which are linked to daily living experiences. Activities include using classified ads, following maps and signs, using money, shopping, using transportation, and caring for personal health. The project also emphasizes study skills, including test-taking skills. Simulations and manipulative materials call attention to the real-life application of skills learned, and they provide variety and challenge.

By using activities which students find relevant and engaging, project staff create a positive educational environment. Each student follows a calendar of "jobs". When the main job (basic instruction) is completed, the student moves on to other jobs. The project includes "pay days", when students are rewarded by being allowed to pursue activities of their own choosing. Reading lab environments are task-oriented but informal and comfortable.

Contact: Nancy Douglas
Kanawha County School District
200 Elizabeth Street
Charleston, WV 23511
(304) 348-6160

OHIO COUNTY SCHOOLS
WHEELING, WEST VIRGINIA

High teacher expectations stimulate increases in student reading achievement

Coordination with other programs
High expectations for learning/behavior
Professional development/training

Students in grades 2-6 participate in three 30-minute remedial reading sessions each week. Two of these are pull-out, and one is delivered in class.

Project goals are an integral part of the district's annual goals for management of academic performance. Project teachers and regular classroom teachers conduct joint planning sessions weekly, which further assures coordination. Project teachers use input from regular teachers to develop students' individual education plans. The project is also coordinated with the activities of individual schools.

Methods of communicating high expectations differ from one project school to another. At one school, students plan and implement a day-long carnival each spring. At another, project students join other students in participating in an after-school enrichment program.

Teachers participate in the Teacher Expectations for Student Achievement (TESA) program. This has resulted in teachers holding higher expectations of students and letting students know they can be successful.

Project teachers meet as a group monthly. Staff from different schools take turns leading workshops on successful instructional strategies. All Chapter 1 teachers participate in the TESA program, which has had positive effects on student achievement. Project teachers attend workshops and conferences outside the district.

Contact: Gail E. Looney
Ohio County Schools
2203 National Road
Wheeling, WV 26003
(304) 242-3430

TORRINGTON ELEMENTARY SCHOOL (Goshen County) TORRINGTON, WYOMING

Prekindergarten program and transitional program between kindergarten and first grade help prevent academic failure

High expectations for learning/behavior
Appropriate materials, methods, approaches
Positive climate

This preschool project has two components: Developmental Kindergarten, which is a prekindergarten program, and Transition Classroom, which is an interim program for children who would benefit from an additional year to mature between kindergarten and first grade. Both programs emphasize the development of positive self-concepts.

Participants take part in the activities of the elementary school in which their programs are housed. Affective as well as pre-academic development is stressed. The elementary counselor conducts group sessions in project classrooms, helping children to develop coping skills, understand their feelings and interact positively with peers and teachers. Prospective teachers are screened for their commitment to childrens' affective development.

The project design is flexible: some Developmental Kindergarten children also attend regular kindergarten, and some Transition Classroom children participate in first grade reading groups. The Developmental Kindergarten program provides divergent sequential learning activities. The Transition Classroom offers a language experience program which includes five learning centers: building, listening, reading, math/science and art.

Project classes are child-oriented, supportive and friendly. Activities are structured to provide both challenge and success. Attention to children's affective development enhances the educational environment. Parents receive guidance in establishing positive home relationships.

Contact: E. T. Jolovich
Goshen County Unified School District #1
2602 West E. St.
Torrington, WY 82240
(307) 532-4003

STAR VALLEY HIGH SCHOOL
(Lincoln County)
AFTON, WYOMING

Project staff "follow" former Chapter 1 students to insure success in later high school years

Coordination with other programs
Closely monitored student progress
High expectations for learning/behavior

Ninth and tenth graders receive reading and language arts instruction in a laboratory setting. The Chapter 1 program is an elective class taken in addition to required English courses. The program emphasizes integrating language arts skills (reading, writing, listening, speaking) with each other and with students' other classes.

Coordination is achieved through communication between Chapter 1 and English teachers, who work together to help students select appropriate English classes. The Chapter 1 director monitors past project students during their last two years of high school, and works with English teachers to help the students maintain skills and meet competency requirements. The Chapter 1 laboratory is located in the English Department section, further contributing to coordination.

Progress is monitored by charting students' performance daily, updating their assignment sheets biweekly following individual conferences, and reporting performance quarterly. Staff also assess daily writing samples, such as journal entries, complete sentence responses to questions, and other writing exercises.

A low student-teacher ratio, continuous encouragement and tasks which allow students to experience success all communicate high expectations. Students receive continuing support after they leave the program, which also conveys the message that they can succeed.

Contact: Connie C. Christensen
Star Valley High School
235 East 4th Ave.
Afton, WY 83110
(307) 886-5534

JDRP-approved Projects

Because of differences in the process used in JDRP and the National Identification Program the following projects are printed verbatim from the National Diffusion Network (NDN) publication, "Projects that Work."

MIGRANT STUDENT RECORD TRANSFER SYSTEM LITTLE ROCK, ARKANSAS

An education and health system for migrant children, preschool-12

The Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER) is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico and the District of Columbia. Through the MSRTS/CLOVER the process of receiving, storing and transmitting health and educational information is available to all schools, education and/or health organizations that serve migrant children. Teachers, nurses, aides, administrators and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children varies according to the established needs of migrant children at their various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the Physicians' Current Procedural Terminology (CPT), 4th Edition.

Contact: Nolan McMurray
Migrant Student Record Transfer System
Arch Ford Education Building; Capitol Mall
Little Rock, AR 72201
(501) 371-1857

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
NEWPORT BEACH, CALIFORNIA

A diagnostic/prescriptive laboratory program in reading and/or math

Project Catch-Up is a laboratory program of continuous diagnosis and pinpoint teaching in reading and/or math skills for underachieving children.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of readily available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic/prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Contact: Rose Marie Bodrogi
Newport-Mesa Unified School District
P.O. Box 1368
Newport Beach, California 92660
(714) 760-3300

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS
OROVILLE, CALIFORNIA

A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers

The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils and ultimately increases the pool of professional educators who are specially trained, experienced and committed to working with migrant children. From a modest beginning in 1967, when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967, Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student-training materials and evaluation instruments.

Contact: Herbert C. White
California Mini-Corps
1859 Bird St.
Oroville, CA 95965
(916) 534-4430

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY, #1
BOISE, IDAHO

A pull-out program of one-to-one math skills instruction

This is a highly structured, diagnostic/prescriptive program for use either by paraprofessional tutors or fourth-, fifth-, or sixth-grade tutors who volunteer their free or study time to assist younger students. After an intensive preservice training program in positive reinforcement strategies, proper testing techniques, and use of program materials, tutor managers train and supervise groups of student tutors in the prescribed lessons.

After a diagnostic/prescriptive criterion-referenced test is administered to each child to be tutored, the tutor determines which math objectives the student has sufficiently mastered. Tutoring begins at the lowest unmastered objective. The program materials allow the student to progress through a specified set of basic math objectives in a systematic manner. Mastery of each prerequisite objective insures success at each progressive level. Daily progress records of objectives mastered are kept for each child, both to encourage the student and to furnish teachers and parents with a measurement of progress.

Contact: Gerri Plumb
The Independent School District of Boise City #1
1207 Fort Street
Boise, Idaho 83702
(208) 338-3400

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY, #1
BOISE, IDAHO

A pull-out program of one-to-one reading skills instruction

Designed to increase educational opportunities for children whose needs have not been met through conventional methods, this project uses proven positive reinforcement techniques and immediate feedback combined with structured, diagnostic/prescriptive materials, applied by either paraprofessionals or carefully trained cross-age student tutors, to produce a highly effective program focused on developing phonetic and comprehension skills. This pull-out program provides intensive one-to-one instruction for 15 to 20 minutes each day in the hierarchically sequenced skill development program. Student tutors in the fourth, fifth, or sixth grades volunteer a daily segment of their free or study time to assist first-, second-, or third-grade students in phonetic analysis and comprehension. A child who is deficient in basic phonetic and comprehension skills is identified as early as possible by the score on the Stanford Achievement Test, Reading subsection. The Harrison Diagnostic Criterion Referenced Test is administered to assess specific skill deficiencies. Adult and student tutors receive training in positive reinforcement strategies, use of sequenced materials and daily record keeping. Paraprofessionals supervise and monitor all student tutoring sessions, record keeping, filing and skill mastery checks. A tutor manager can train and supervise an average of 40 student tutors as well as tutor those students who have not responded well to another student. Schedules are developed to prevent any student from being absent from the classroom for more than 20 minutes per day. Program materials are designed so that positive reinforcement is possible for each new sound or sight word learned. Student tutors allow their tutees to progress to the next step only after the tutor manager has checked the pupil for mastery and assigned the next step. The profile record is maintained so that each child receiving instruction can chart his or her progress.

Contact: Gerri Plumb
The Independent School District of Boise City #1
1207 Fort Street
Boise, Idaho 83702
(208) 336-1370

CHICAGO BOARD OF EDUCATION
CHICAGO, ILLINOIS

An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children

The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurses, social workers, speech therapists and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact: Velma Thomas
Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601
(312) 614-4585/4590

CONQUEST DEMONSTRATION SITE
EAST ST. LOUIS, ILLINOIS

A highly individualized diagnostic and prescriptive reading program

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Contact: Bettye P. Spann
Conquest Demonstration Site
1005 State Street
East St. Louis, Illinois 62201
(618) 274-0926

PEOTONE SCHOOL DISTRICT 207-U
PEOTONE, ILLINOIS

A program designed to prevent school failure–adapted for migrant children–through early identification and remediation of developmental learning deficiencies that could affect later school performance

The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents to help children with developmental lags prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 10 other states for summer and/or regular programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, by Dr. Doris Ching, cite studies that support Early Prevention of School Failure Migrant Program goals. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

Early Prevention of School Failure program is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into all these languages.

Contact: Luceille Werner
Peotone School District 207-U
114 N. Second St.
Peotone, IL 60468
(312) 258-3478

DES MOINES PUBLIC SCHOOLS
DES MOINES, IOWA

A remedial math program using manipulatives rather than rote drill

The goal of this program is to increase the mathematics achievement of students identified by mathematics curriculum tests as achieving at a level lower than expected for children of their age. Students identified each year as in need of remedial instruction receive 25-30 minutes of daily supplementary math instruction in the classroom or a resource room. Discovery techniques and use of manipulatives rather than traditional rote drill are basic to the Title I program. Use of this method of compensatory instruction relies on Jean Piaget's research, which found that elementary school children, unable to reason hypothetically yet, can nevertheless work logically with concrete materials.

The Title I compensatory curriculum consists of behavioral objectives, a hierarchy of skills and criterion-referenced tests. Instruction takes place in small groups. The materials–manipulatives–are different from those used for regular mathematical instruction–the major commercial texts. Most program materials have been prepared by Title I teachers. Teaching strategies are described in program publications. Regular inservice workshops help participating teachers to perfect their skills. Consultation and cooperative weekly planning by Title I and regular classroom teachers ensure that instruction in both the regular and Title I compensatory programs is consistent across the different techniques and materials that each teacher uses. Personal contact with parents is considered important. Title I teachers are released one-half day per week to make home visits, hold conferences and assist parents with materials for use at home.

Contact: Kathleen Bullington
Title I Compensatory Mathematics Program
Des Moines Public Schools
1800 Grand Ave.
Des Moines, IA 50307
(515) 265-4554

LAFAYETTE PARISH SCHOOL BOARD
LAFAYETTE, LOUISIANA

Title I Mathematics Laboratory with Computer-Assisted Instruction (CAI). A diagnostic/prescriptive pull-out mathematics program with students receiving ten (10) minutes of daily concentrated drill on CAI

Lafayette Parish had an effective diagnostic-prescriptive mathematics ESEA Title I pull-out program. In order to increase growth in mathematics, computer-assisted instruction was added to an already effective math program. The program is operated with close coordination of math-lab instruction and daily CAI drill. The CAI program adjusts instructions to the level of the students and provides immediate feedback to the student. The CAI Program provides daily, weekly and monthly descriptions of progress and areas of difficulty which the classroom teacher can use to correct specific conceptual misunderstandings. Classroom instruction is imperative in providing conceptual understanding and remediation. Daily CAI drill provides the practice which Title I students especially need. This particular program was operated with forty minutes a day of mathematics laboratory time and ten minutes of CAI. The particular program used was devised by Computer Curriculum Corporation of Palo Alto, California.

The addition of CAI instruction produces significantly superior achievement when compared to standard mathematics laboratory instruction.

Contact: Marion J. Cortez
Lafayette Parish School Board
P.O. Box 2158
Lafayette, Louisiana 70502
(318) 232-2620 ext. 303

ST. MARY PARISH SCHOOL BOARD
MORGAN CITY, LOUISIANA

A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile

Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Each day's teaching/learning experience is specific to each child. Both teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader, that scores each teaching practice or exercise the moment the student finishes it, makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student at the moment it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. Inservice work with teachers and aides is a very important part of the program. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commercial materials properly, and build materials. This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact: Darryl Boudreaux
St. Mary Parish School Board
P.O. Box 1239
Morgan City, Louisiana 70502
(504) 384-1250/0218

BROOKLINE PUBLIC SCHOOLS
BROOKLINE, MASSACHUSETTS

An exemplary project which involves the community in providing remedial instruction in reading and math to children who live in Chapter I designated areas

The Enriching The Curriculum program was developed to provide intensive, individualized remedial math and/or reading instruction and to involve parents in the implementation of the program. The basis of the program is a careful diagnosis of the educational strengths and weaknesses of each child and the writing of an individualized diagnostic/prescriptive educational plan. Each plan contains a summary of a student's performance objectives, schedule, teaching strategies and suitable materials.

All teachers are remedial specialists and all aides are parents of children in the community. Specialists are responsible for the diagnosis, design of the program, close coordination with classroom teachers and supervision of parent aides. Parent aides follow the teacher's lesson plans and tutor children four or five times per week for 30-40 minute periods either individually or in small groups of two or three students. Once a week the specialist reviews the diagnostic/prescriptive program of each child, writes lesson plans for the following week and teaches a model lesson to the children who are working with the aide. The purpose of the model lesson is to enable the specialist to reassess the program and to demonstrate to the aide new techniques and strategies. Ongoing training for aides is an important facet of this program.

The Chapter I specialist works closely with the classroom teacher to coordinate the remedial program and classroom instruction. When a child is accepted into the program, the classroom teacher receives a diagnostic summary and a copy of the educational plan. Teachers meet regularly on a formal and informal basis to exchange information on specific skills that need continual reinforcement and on reading materials and techniques which will strengthen each other's efforts.

Parents are kept informed of their child's program and progress through conferences, meetings, telephone calls and homework. A parent coordinator is employed to serve as a liaison between school and parents and to increase parental involvement in the program.

Children graduate when their reading and/or math performance is at grade level or above according to the California Achievement Test and individual diagnostic tests. The Chapter I teacher monitors classroom performance to insure that there is no regression.

Contact: Charlotte S. Laven
The Public Schools of Brookline
Brookline, Massachusetts 02146
(617) 734-1111

MERRIMACK EDUCATION CENTER COMPUTER-ASSISTED INSTRUCTION PROGRAM CHELMSFORD, MASSACHUSETTS

A computer-assisted instructional program to augment the basic skill areas of reading and mathematics

This project provides individualized, structured and sequenced reading drill and practice and tutorial services for students in Title I classrooms. As part of a comprehensive system, the program combines commercially available courseware with supportive organizational arrangements including personnel training, materials, manuals, hardware and software maintenance, learning environment management, and technical assistance.

Based upon each student's measured strengths and weaknesses, a reading specialist places him/her in the appropriate instructional level. Daily, all eligible students receive 30 minutes of individually tailored basic skills remedial instruction. Materials for instruction have been organized in a series of age/grade curriculum strands that are available in both computer-assisted instruction (CAI) and paper-and-pencil form. Two thirds of classtime is spent in small group or tutorial sessions with the teacher. The remaining third is spent interacting with the CAI system. Information is presented to each student in small chunks. Depending on what type of response a student makes, the computer takes an appropriate step–for a correct response, reinforcement and new material; for an incorrect response, a chance to try again. The teacher can assign the student a special drill for remediation when necessary.

The computer management system thus keeps track of each student's progress and generates reports for use by teacher and administrators. Procedures have been adapted to serve a multi-school district delivery system, and a management technical assistance system exists to guide implementation of the program as a supplement to the regular program.

This project has been identified as an NDN Technology Lighthouse Center. In addition to the JDRP approved program, visitors to the project site can see other applications of the uses of computers in education.

Contact: Richard Lavin
101 Mill Road
Chelmsford, Massachusetts 01824
(617) 646-1000 ext. 359

VAN BUREN INTERMEDIATE SCHOOL DISTRICT LAWRENCE, MICHIGAN

A school year tutorial program, a summer education program and a family unit program designed to meet the special needs of migrant students through individualized instruction

The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, mathematics and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual. Preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities include basic education, recreation and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses and a Sunday fiesta celebration.

The family unit component is an evening program designed to encourage total family involvement. The curriculum includes instruction in basic skills, home economics and training parents in preschool education. Instruction takes place in a van located at the migrant camps.

Contact: John H. Dominguez, Jr.
Van Buren Intermediate School District
701 S. Paw Paw St.
Lawrence, MI 49064
(616) 674-8091, ext. 214

EDUCATIONAL SERVICE UNIT #7
CHAPTER I COOPERATIVE
COLUMBUS, NEBRASKA

A multidistrict cooperative program providing services to Title I teachers, students and parents

The primary goal of Administration Cooperative in Education (ACE) is to provide quality Title I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher inservice and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan, evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity and program objectives, guidelines, and regulations, is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school-year and summer programs has been developed and instituted successfully through the combined efforts of the teachers across the districts.

Contact:
Norman Ronell
ESU #7 Chapter I Cooperative
P.O. Box 947
Columbus, Nebraska 68601
(402) 564-4414

MANCHESTER PUBLIC SCHOOLS
MANCHESTER, NEW HAMPSHIRE

An exemplary project providing special instruction in the basic skills necessary for reading success

Basic Skills in Reading (BASK) is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription and instruction. The BASK curriculum is targeted to basic reading skills–readiness, phonics, structural analysis, comprehension and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription and record keeping. The computer processes progress reports for parents and school staff. The project is also designed for manual record keeping and data processing.

Contact: Marjorie Benz
Manchester Public Schools
88 Lowell Street
Manchester, New Hampshire 03104
(603) 668-8882

CENTRAL SQUARE CENTRAL SCHOOL DISTRICT CENTRAL SQUARE, NEW YORK

A remedial reading and mathematics program using microcomputers

The overall goal of Project CUE (Computer Utilization in Education) is to increase achievement in reading and mathematics through use of the microcomputer as an integral part of the instructional and management processes, coordinating classroom instruction with Title I supplemental services.

CUE is a sequentially organized, criterion-referenced reading and mathematics curriculum which can be adapted to incorporate both a state syllabus and local curriculum objectives. Criterion-referenced objectives are correlated with the skills continuum of commercially developed, computer-assisted, instructional programs and other commercial materials. The CUE curriculum includes assessment techniques which may be used for the purposes of student diagnosis, placement and instructional management.

The program is designed for a laboratory setting rather than as an in-class program. Students are scheduled for five 30-minute sessions of remedial instruction per week. Time on the computer will vary depending upon student remedial area(s) and instructional needs. A student is scheduled to use the computer daily for approximately 15 minutes per session, 75 minutes weekly. The student spends remaining instructional time on reinforcement activities or on alternate, related instructional materials. One microcomputer can service 24 target students, based on a six-hour day.

Planning time is provided for the laboratory staff on a daily basis. Teachers, administrators, support staff and CUE staff use the laboratory to access student records (criterion-test results and computer-managed instruction test results) to monitor and access student progress. These records can be viewed on a terminal or produced as a printout. Keeping the equipment in a laboratory setting allows flexibility in teacher-student scheduling and permits additional classroom coordination in the use and development of microcomputer instructional materials which correlate to the project-developed reading, mathematics and computer-awareness curricula.

Contact: Carol Heiselman
Central Square Central School District
Main Street
Central Square, New York 13036
(315) 668-2611 ext. 224

PUBLIC SCHOOL #9
NEW YORK, NEW YORK

An intensive, individualized remedial reading program presented through the arts

Reading teachers, classroom teachers and specially trained professional artists/artist teachers work with Chapter I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Queens Museum, the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum and Ballet Hispanico of New York. An overall approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. It integrates a total arts program with a total reading program. Listening, speaking, writing and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in small groups or individually for an average of three hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super-8 film and photography. The resources of museums, cultural institutions, universities, resource centers and libraries are used; and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice training are available.

Contact: Bernadette C. O'Brien
P.S. #9
100 West 84th Street
New York, New York 10024
(212) 787-2093

COMMUNITY SCHOOL DISTRICT #31
STATEN ISLAND, NEW YORK

A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills

Diagnostic Prescriptive Arithmetic (DPA) is the arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual and other DPA resource materials. Each of the more than 75 concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, record-keeping procedures, classroom management techniques and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Title I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation.

This is a concept-based program that uses manipulatives and physical materials and is adaptable to special education students.

Contact: Matthew M. Scaffa
Community School District #31
211 Daniel Low Terrace
Staten Island, New York 10301
(212) 447-3300 ext. 36, 37

CHESTER UPLAND SCHOOL DISTRICT
CHESTER, PENNSYLVANIA

A pull-out remedial math program

To help students overcome difficulties in computation and mathematical concepts and to learn basic measurements and geometry skills, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Title I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom math or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Title I teachers with all classwork that will be missed by each student attending the learning center sessions. The Title I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an individual Math Profile is developed for each student. Behavior objectives are used to formulate a prescription to meet the interests and needs of each pupil. The *Crossreference Guide* supplies information on materials available in every center to be used in remediation of a stated skill. Each Mathematics Achievement Program (MAP) Learning Center is staffed with a certified elementary teacher and a teacher aide who serve about 62 pupils. Thirty-minute instructional sessions are conducted in small groups in which the teacher-pupil ratio does not exceed 6:1 per class period. Instructional methodology varies with pupil need and interest. The number of sessions ranges from three to five per week.

Staff development provides for the planning, implementation, and evaluation program. The *Program Guide*, developed by Title I staff, directs the instructional and supportive procedures.

Contact: William H. Polk
Chester Upland School District
500 West 9th Street
Chester, Pennsylvania 19013
(215) 447-3861

CHESTER UPLAND SCHOOL DISTRICT
CHESTER, PENNSYLVANIA

A pull-out remedial program to supplement reading instruction

To help students overcome difficulties in word analysis and vocabulary skills and to learn basic and special comprehension skills required in content area subjects, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Title I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom reading or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Title I students with all classwork that will be missed when attending the learning center sessions. The Title I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer.

Using a composite analysis of several criterion-referenced achievement tests, an Individual Reading Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interest and needs of each pupil. *A Crossreference Guide,* developed by Title I teachers, supplies information on materials available in every center to be used in remediation of a stated skill. Each Reading Achievement Program (RAP) Learning Center is staffed with a certified reading specialist and a teacher aide who serve about 62 pupils. Thirty-minute instructional sessions are conducted in small groups in which the teacher-pupil ratio does not exceed 6/1 per class period. Instructional methodology varies with pupil need and interest. The number of sessions ranges from three to five per week, for no less than 30 minutes per session.

Staff development provides for the planning, implementation and evaluation of the instructional program. *The Program Guide,* developed by the Title I staff, directs the instructional and supportive procedures.

Contact: William H. Polk
Chester Upland School District
500 West 9th Street
Chester, Pennsylvania 19013
(215) 447-3865

WILLIAM PENN SCHOOL DISTRICT
YEADON, PENNSYLVANIA

A pull-out remedial reading program using modality assessment and careful diagnosis of each learner's reading deficiencies in an eclectic approach to instruction

The Project PRIDE (Professional Reading Instruction with Desirable Effects) diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading. Standardized individual oral diagnostic reading tests are administered on a pre-post basis to all students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies. Title I teachers develop and maintain reading profiles for each program participant. These profiles identify weaknesses and strengths and help teachers to plan a program of remediation for students. Skills in need of remediation are sequenced. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning. Teacher-directed instruction provides activities geared to the needs of each group. Individualized instruction provides appropriate independent assignments for every participant. An attempt is made to increase motivation by identifying each learner's interests and by providing learning experiences compatible with those interests whenever possible.

Contact: Horace F. Smith
William Penn School District
Bell Avenue Administration Building
P.O. Box 405
Yeadon, Pennsylvania 19050
(215) 623-2180

CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND

A program to improve reading performance

Cranston's Comprehensive Reading Program (CCRP) is a district-wide, K-12 reading instruction and management system. The program incorporates skills sequences, mastery criteria, instructional pacing, continual performance monitoring, school-based and district-wide coordination and administration, staff development activities, and parent communication and involvement. CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercial reading texts and supplementary materials. It provides classroom and content-area teachers with a system to ensure effective instruction and monitoring of essential reading skills.

An important feature of the CCRP process is the use of the reading specialist as a consultant to classroom teachers and to the building principal, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress and conducting formal assessments. The specialist also provides corrective/remedial instruction to students when necessary.

Every student is given a diagnostic assessment by the classroom teacher. The assessment is used to place each student at the appropriate instructional level. Using the skills checklist and ongoing performance monitoring, the classroom teacher adjusts the level and pace of instruction and tracks each student's progress. Students requiring substantial help are served by Chapter I or Special Education personnel. The building reading specialist is responsible for coordinating all resource programs with the classroom-based developmental reading program.

Contact: Catherine Ciarlo
Cranston Public Schools
Department of Reading Services
50 Gladstone Street
Cranston, Rhode Island 02920
(401) 942-5990

PAWTUCKET SCHOOL DEPARTMENT
PAWTUCKET, RHODE ISLAND

A computer managed criterion-referenced testing and instructional program in basic mathematical skills using microcomputers

Individualized Prescriptive Arithmetic Skills System (IPASS) was designed to increase the achievement of intermediate grade students in mathematics through the use of advanced technology in the form of microcomputers. IPASS employs microcomputers and specially designed software as a integral part of both instruction and the management of student progress in a compensatory education setting. IPASS is an efficient and highly cost-effective project.

IPASS includes locally developed criterion-referenced tests, instructional and management software, cross-referenced tests, a cross-referenced instructional resource file, and guides for teachers and students.

IPASS objectives can be used to supplement most mathematic curricula without modification.

Contact: Henry Cote
Pawtucket School Department
Administration Building - Park Place
Pawtucket, Rhode Island 02860
(401) 728-2120

OFFICE OF FEDERAL PROGRAMS
DILLWYN, VIRGINIA

A diagnostic/prescriptive pull-out program using resource labs and computer assistance to prepare remedial reading and remedial mathematics educational plans and weekly prescriptions

Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP) was developed as a response to the SRA test scores of Buckingham County Public Schools' educationally disadvantaged students which showed an annually increasing gap between normal expected growth and actual growth. The resulting resource laboratory program combined with a computerized information retrieval system allows for accurate diagnosis of a child's needs in reading comprehension and computation and provides the teacher with prescriptions (materials and methods) that help in teaching to those needs.

A locally developed battery of standardized criterion-referenced tests is used for diagnosis and evaluation. The computer system prescribes learning activities based on individual achievement levels, learning modalities and interests; channels students to the learning centers; tracks progress to ensure that prescriptions are not repeated; and maintains continuous progress reports for the students, teachers and parents.

Contact: Debra J. Glowinski
Office of Federal Programs
P.O. Box 292, Route 20
Dillwyn, Virginia 23936
(804) 983-2714/2863

HOSTS NON-PROFIT CORPORATION
VANCOUVER, WASHINGTON

A diagnostic/prescriptive/tutorial approach.
A computerized version of HOSTS Reading is available

HOSTS (Help One Student To Succeed) Reading is a mastery learning program that uses citizens' and business particiption (30,000 volunteers nationally) plus computer technology to improve student reading achievement. HOSTS Reading features a computerized data base involving the cross-referencing of learning materials for teaching. Materials have been indexed to learning objectives in the mastery of reading skills. The data base references 750 titles by 50 publishers. It has been compiled over a period of 11 years by teachers implementing HOSTS.

There is also a HOSTS Math program.

Contact: William E. Gibbons
HOSTS Non-Profit Corporation
5802 MacArthur Boulevard
Vancouver, Washington 98661
(206) 694-1705 or 693-1775

Appendix

Nominated Projects for National Identification Program Projects

Appendix

333 CHAPTER 1 PROGRAMS NOMINATED FOR RECOGNITION

* Selected for recognition
● Approved by JDRP
**Selected for recognition and approved by JDRP

ALABAMA

Anniston City Schools
P.O. Box 1500
Anniston, AL 36202

*Birmingham City Schools
2015 Park Place
Birmingham, AL 35215

Chambers County Board of Ed.
202 1st Avenue, SE
LaFayette, AL 36862

Daleville City Board of Ed.
323 N. Daleville Avenue
Daleville, AL 36322

Mobile County Public Schools
P.O. Box 1327
Mobile, AL 36633

Oxford City Board of Education
310 Second Street, East
Oxford, AL 36203

ALASKA

Fairbanks North Star Borough
P.O. Box 1250
Fairbanks, AK 99707

Anchorage School District
4600 DeBarr Ave.
P.O. Box 6-614
Anchorage, AK 99502

ARIZONA

*Amphitheater Public Schools #10
701 West Wetmore Road
Tucson, AZ 85705

*Douglas Unified School
District #27
1132-12th St.
P.O. Box 1237
Douglas, AZ 85608

Dysart USD
11405 N Dysart Rd.
Route 1, Box 703
Peoria, AZ 85345

*Flagstaff USD #1
701 N Kendrick
Flagstaff, AZ 86001

Mesa USD #4
549 North Stapley Drive
Mesa, AZ 85203

*Phoenix Elementary
District #1
125 East Lincoln
Phoenix, AZ 85004

ARKANSAS

Conway Public Schools
Highway 60 West
Conway, AR 72032

CALIFORNIA

*Alameda USD
2200 Central Ave.
Alameda, CA 94501

Anaheim Elementary
School District
890 S. Olive
Anaheim, CA 92805

Anaheim Union High
School District
501 Crescent Way
Anaheim, CA 92803

Bonita Unified School District
115 West Allen Avenue
San Dimas, CA 91773

Clovis Unified School District
5545 East Herndon Ave.
Clovis, CA 93612

**Newport-Mesa USD
P.O. Box 1368
Newport Beach, CA 92663

Poway Unified School District
13626 Twin Peak Rd.
Poway, CA 92064
(2 programs)

*Santa Rosa High School District
211 Ridgway
Santa Rosa, CA 95401

*Healdsburg Union High School Dist.
925 University Street
Healdsburg, CA 95448

San Jacinto USD
600 E. Main Street
San Jacinto, CA 92383

OH Close School
7650 S. Newcastle Road
Stockton, CA 95205

COLORADO

Aurora Public Schools
1085 Peoria
Aurora, CO 80011

Colorado Springs
1115 North El Paso Street
Colorado Springs, CO 80903

*Pueblo School District #60
315 West 11th Street
P.O. Box 575
Pueblo, CO 81003

CONNECTICUT

*Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604

Cheshire Public Schools
29 Main Street
Cheshire, CT 06410

Danbury Public
Mill Ridge Administration Bldg.
Mill Ridge Road
Danbury, CT 06811

East Windson School System
74 South Main Street
East Windson, CT 06288

Glastonbury Public Schools
232 Williams Street
Glastonbury, CT 06033

Meriden Public Schools
142 East Main Street
Meriden, CT 06450

Milford Board of Education
Eel's Hill Road
Milford, CT 06460

New London Public Schools
134 Williams Street
New London, CT 06320

Plainfield Public Schools
P.O. Box 218
Plainfield High School Annex
Central Village, CT 06332

Stamford Public Schools
195 Hillandale Ave.
Stamford, CT 06904

Watertown Board of Education
10 DeForest Street
Watertown, CT 06795

DELAWARE

*Red Clay Consolidated
School District
1400 Washington, P.O. Box 869
Wilmington, DE 19899

DISTRICT OF COLUMBIA

*D.C. Public Schools
415 12th Street, NW
Washington, D.C.

FLORIDA

Baker County School Board
392 South Blvd. East
Macclenny, FL 32063

DeSoto County School Board
530 La Solona Avenue
Arcadia, FL 33821

Pinellallas County School Board
1960 East Druid Road
P.O. Box 4688
Clearwater, FL 33518

St. Johns County School Board
40 Orange Street
St. Augustine, FL 32084

*Volusia County
P.O. Box 2118
230 North Stone Street
Deland, FL 32720

GEORGIA

*Georgia State Department
of Education
Youth Offender - Hardwick
2066 Twin Towers East
Atlanta, GA 30334

HAWAII

Honolulu District Office
4967 Kilauea Avenue
Honolulu, HI 96816

*Windward Oahu School District
45-955 Kamehameha Hwy.
Kaneohe, HI 96744

IDAHO

*Bonner County School District #82
430 South Division
Sandpoint, ID 83864

*Idaho Falls School District #91
690 John Adams Parkway
Idaho Falls, ID
(2 programs)

Kimberly School District 414
P.O. Box 0
Kimberly, ID 83341

Moscow School District 281
410 East 3rd
P.O. Box 8459
Moscow, ID 83843

Twin Falls School District #411
201 Main Avenue West
Twin Falls, ID 83301

*New Plymouth School
District 372
P.O. Box 388
New Plymouth, ID 83655
(2 programs)

ILLINOIS

*Bloomington Public Schools
District 87
300 East Monroe
Bloomington, 61701
(2 programs)

Carbondale Community High School
200 North Springer Street
Carbondale, IL 62901

Centralia High School
1000 East Third Street
Centralia, IL 62901

**Chicago Public Schools
1819 West Pershing Road
6E
Chicago, IL 60609
(3 programs)

*Cobden Units D #17
P.O. Box 158
Cobden, IL 62920

Collinsville Community Unit #10
201 West Clay Street
Collinsville, IL 62234

*Community High School
District #218
10701 S. Kilpatrick Ave.
Oak Lawn, IL 60453

*Dekalb CUSD #428
145 Fisk Ave.
DeKalb, IL 60115

Dongola USD #66
P.O. Box 188
Dongola, IL 62926

Northfield Township High
School District #225
1835 Landwehr Road
Glenview, IL 60025

*Granite City CUSD #9
20th & Adams
Granite City, IL 62040

Johnston City CUSD #1
1103 Monroe Street
Johnston City, IL 62951

Nashville CCSD #49
R.R. #3
Nashville, IL 62263

Pembroke CCSD #259
P.O. Box AA
Hopkins Park, IL 60944

Peoria Public Schools
District 150
3203 N. Wisconsin Avenue
Peoria, IL 61603
(2 projects)

Springfield Public Schools
District 186
1900 West Monroe Street
Springfield, IL 62704

East Chicago Heights SD 169
910 Woodlawn Avenue
East Chicago Heights, IL 60411

●East St. Louis Unit Dist. 189
1005 State Street
East St. Louis, IL 62201

INDIANA

Metropolitan SD of Mt. Vernon
1000 W. 4th Street
Mt. Vernon, IN 47620

New Albany-Floyd County CSC
802 E. Market Street
P.O. Box 1087
New Albany, IN 47150

Portage Township Schools
5894 Central Avenue
Portage, IN 46368

Richmond Community Schools
300 Whitewater Blvd.
Richmond, IN 47374

*South Bend Community SC
635 South Main Street
South Bend, IN 46601
(2 programs)

Tippecanoe School Corporation
21 Elston Road
Lafayette, IN 47905

*Valparaiso Community Schools
405 N. Campbell Street
Valparaiso, IN 46383

IOWA

*Cedar Rapids Community
School District
346 Second Avenue SW
Cedar Rapids, IA 52404

*Waterloo Community School
District
Administration Bldg.
1516 Washington Street
Waterloo, IA 50702

KANSAS

Ell-Saline Unified School
District #307
R.R. #2, Box 69
Salina, KS 67401

Newton USD #373
124 West 7th Street
Newton, KS 67114

Topeka Public Schools
Administrative Center
624 SW 24th
Topeka, KS 66611

*USD #500 Kansas City
Library Building
625 Minnesota Ave.
Kansas City, KS 66101

KENTUCKY

Caldwell County Board of Ed.
PO Box 229
6 W. Washington Street
Princeton, KY 42445

Floyd County Schools
North Arnold Avenue
Prestonburg, KT 41653

Franklin County Public Schools
916 East Main Street
PO Box 980
Frankfort, KY 40602

Grayson County Board of Ed.
P.O. Box 256
909 Bradenburg Road
Leitchfield, KY 42754

Hardin County Board of Education
110 South Main Street
Elizabethtown, KY 42701

Henderson County Board of Ed.
1805 Second Street
Henderson, KY 42420

Jackson County Board of Ed.
P.O. Box 217
McKee, KY 40447

*Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218
(8 programs)

Kenton County Board of Education
5533 Madison Pike
Independence, KY 41051

Laurel County Board of Education
1715 South Main Street
London, KY 40741

Lincoln Co. Board of Education
Somerset Street
Stanford, KY 40484
(2 programs)

Oldham County Board of Education
P.O. Box 207
LaGrange, KY 40031
(2 programs)

Paducah ISD
P.O. Box 2550
Paducah, KY 42001

Spencer County Board of Ed.
Box 158
Taylorsville, KY 40071

LOUISIANA

*Iberia Parish School Board
200 School Board Drive
New Iberia, LA 70560

Concordia Parish
508 Fifth Street
Vidalia, LA 71373

St. Martin Parish
P.O. Box 859
St. Martinville, LA 70582

Monroe City Schools
2101 Roselawn Avenue
Monroe, LA 71201

Iberville Parish
P.O. Box 151
Plaquemine, LA 70764

MAINE

*Millinocket School Department
Aroostook Avenue School
Aroostook Avenue
Millinocket, ME 04462

Portland Public Schools
331 Veranda Street
Portland, ME 04103

School Administrative District #71
10 Storer Street
Kennebunk, ME 04043

Waterville Public Schools
Pleasant St. School
Pleasant St.
Waterville, ME 04901

MARYLAND

*Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

MASSACHUSETTS

*Attleboro School Dept.
Rathbun Willard Drive
Attleboro, MA 02703

*Boston School Committee
26 Court Street
Boston, MA 02108

Bridgewater Rynham Regional
High School
Mt. Prospect Street
Bridgewater, MA 02324

Cambridge School Dept.
159 Thorndike Street
Cambridge, MA 02141

*Everett Public Schools
121 Vine Street
Everett, MA 02149

Hawlemont Regional Cooperative
Ashfield Star Route
Shelburne Falls, MA 01370

Lowell Public Schools
89 Appleton Street
Lowell, MA 01852

*New Bedford Public Schools
455 County Street
New Bedford, MA 02740

Pittsfield Public Schools
P.O. Box 1187
Pittsfield, MA 01202

Scituate Public Schools
606 Chief Justice Cushing Highway
Scituate, MA 02066

*Taunton Public School System
50 Williams Street
Taunton, MA 02780

Springfield Public Schools
195 State Street
Springfield, MA

MICHIGAN

*Bridgeport-Spaulding
3878 Sherman Street
Bridgeport, MI 48722

Clarkston Community Schools
6389 Clarkston Road
Clarkston, MI 48016

Constantine Public Schools
260 W. Sixth Street
Constantine, MI 49042

*Flint Community Schools
923 East Kearsley Street
Flint, MI 48502

Hesperia Community Schools
96 South Division
Hesperia, MI 49421

Jackson Public Schools
1400 W. Monroe Street
Jackson, MI 49202

*Muskegon Public Schools
349 W. Webster Ave.
Muskegon, MI 49440

Pinconning Area Schools
210 Libby Street
Pinconning, MI 48650

Saginaw Public Schools
550 Millard
Saginaw, MI 48601

MINNESOTA

Arlington - Green Isle Public Schools
202 NW 3rd Ave.
Arlington, MN 55307

Benson Public Schools
District #777
1400 Montana Avenue
Benson, MN 56215

Dassel-Cokato School District
Cokato, MN 55321

*School District 318
820 Pokegama Ave. North
Grand Rapids, MN 55744

Hermantown Community Schools
4190 Ugstad Road
Duluth, MN 55811

*Milaca Public Schools
#912
500-4th St. SW
Milaca, MN 56353

Mora Public Schools
400 East Maple
Mora, MN 55051

Pillager Public Schools
ISD #116
Box 38
Pillager, MN 56473

*Rochester ISD #535
Edison Building
615 Seventh Street, SW
Rochester, MN 55902

Northfield District 659
301 Union
Northfield, MN 55057

Twin Valley Public School
ISD #526
Twin Valley, MN 56584

Winona Public Schools
ISD 861
166 West Broadway
Winona, MN 55987

Prior Lake Public Schools
ISD 719
Box 539
Prior Lake, MN 55372

Independent Sch. Dist. 625
360 Colborne Street
St. Paul, MN 55102

Slayton Public Schools #504
Slayton High School
Slayton, MN 56172

MISSOURI

*Columbia Public Schools
1818 W. Worley
Columbia, MO 65203

Dunklin R-5 School District
P.O. Box 306
Herculaneum, MO 63048

Fayette Rill School District
Lucky & Herndon Streets
Fayette, MO 65248

*Kingsville R-1
P.O. Box 7
Kingsville, MO 64061

Liberty Public Schools
14 South Main
Liberty, MO 64068

*New Madrid County
RI School District
Box 56
New Madrid, MO 63869

*Meramec Valley R-3 School District
126 N. Payne St.
Pacific, MO 63069

Warsaw R-IX School District
P.O. Box 248
Warsaw, MO 65355

MONTANA

Billings Public Schools
101 Tenth Street West
Billings, MT 59102
(2 programs)

Havre Public School District 16A
P.O. Box 7791
Havre, MT 59501

Monforton School
6001 Monfortan School Road
Bozeman, MT 59715

*Stevensville School District #2
300 Park St.
Stevensville, MT 59870

NEBRASKA

Lexington Public Schools
1610 North Washington St.
Lexington, NE 68850

*Lincoln Public Schools
720 South 22nd Street
P.O. Box 82899
Lincoln, NE 68501

North Platte Public Schools
1101 West 1st St.
P.O. Box 1557
North Platte, NE 69103

Scottsbluff Public Schools
2601 Broadway
Scottsbluff, NE 69361

NEW HAMPSHIRE

Hinesdale High School
The Wyman House
RR #1 Box 130
Keene, NH 03431-9711

SAU #16
R-40 Main Street
Exeter, NH 03833

SAU #24
P.O. Box 516
Western Avenue
Henniker, NH 03242

● SAU #37 Manchester School Dept.
88 Lowell Street
Manchester, NH 03101

*SAU #49 Governor
Wentworth Region 1 School District
Star Route #1
Wolfeboro, NH 03894

SAU #50
P.O. Box 560
Washington Blvd.
Rye, NH 03870

SAU #52
Clough Drive
Portsmouth, NH 03801

SAU #60
Box 600, East Street
Charleston, NH 03603

Somersworth-Rollingsord School District
414 High Street
Somersworth, NH 03878

NEW JERSEY

Manalapan-Englishtown
Regional School System
Gordons Corner Road
Englishtown, NJ 07726

*Matawan-Aberdeen RSD
Broad & South Streets
Matawan, NJ 07747

*Middlesex County
Vocational Schools
Box 220
112 Rwes Lane
East Brunswick, NJ 08816

Union County Regional High School District
Mountain Ave.
Springfield, NJ 07081

*Willingboro Township Board of Education
Levitt Building
Salem Road
Willingboro, NJ 08046

NEW MEXICO

New Mexico Youth Diagnostic
and Development Center
P.O. Box 6038, Station B
Albuquerque, NM 87197

NEW YORK

Bethlehem Central School District
90 Adams Place
Delmar, NY 12054

Binghamton City Schools
90 Oak Street
Binghamton, NY 13902

Chautauqua Central School District
Chautauqua, NY 14722

East Meadow Union Free School
Carmen Avenue
East Meadow, NY 11554

*Elmira City School District
915 Hoffman Street
Elmira, NY 14905

Horseheads Central School District
Horseheads, NY 14845

Johnson City Central
School District
666 Reynolds Road
Johnson, NY 13790

Malone Central School District
College Avenue
Malone, NY 12953

North Colonie Central Schools
Newtonville, NY 12128

Northeastern Clinton
Central School
Box 339
Champlain, NY 12919

*Roosevelt Public School
240 Denton Place
Roosevelt, NY 11575

Southwestern Central
School District
600 Hunt Road
Jamestown, NY 14701

SUNY the College at New Paltz
New Paltz, NY 12561

Union-Endicott
Central School Dist.
1401 Broad Street
Endicott, NY 13760

Rochester City SD
131 West Broad Street
Rochester, NY 14608

Community School Dist. 28
108-55 69th Avenue
Forest Hills, NY 11373

NORTH CAROLINA

*Currituck County Schools
P.O. Box 40
Currituck, NC 26929

Caswell County Schools
P.O. Box 160
Yanceyville, NC 27379

*Dept. of Corrections
840 W. Morgan Street
Raleigh, NC 27603

*Henderson County Schools
P.O. Box 1700
Hendersonville, NC 28793-1700

*Moore County Schools
P.O. Box 1180
Carthage, NC 28327

New Hanover County Schools
P.O. Box 390
Wilmington, NC 28402

*Salisbury City Schools
314 North Ellis St.
P.O. Box 2349
Salisbury, NC 28145-2349

NORTH DAKOTA

Bismarck Public Schools
400 Avenue E East
Bismarck, ND 58501

*Devils Lake Public School
District #1
Shorts Center
North College Drive
Devils Lake, ND 58301

Dickinson School District
P.O. Box 1057
Dickinson, ND 58602-1057

*Fargo Public Schools
1104 2nd Avenue South
Fargo, ND 58103

*Hettinger Public Schools
Drawer C
Hettinger, ND 58639

McCluskey Public School #19
219 Ave. D. West
McCluskey, ND 58463

Minot Public Schools
215 2nd St. SE
Minot, ND 58701

*Stanley Community
Public School District #12
P.O. Box 10
Stanley, ND 58784

Wishek Public School District #19
11th St. So.
P.O. Box 247
Wishek, ND 58495

OHIO

*Lorain City Schools
1020 Seventh St.
Lorain, OH 44052

*South-Western City Schools
2975 Kingston Avenue
Grove City, OH 43123

Lima City Schools
515 S. Calumet, P.O. Box 2000
Lima, OH 45802

Bellaire City Schools
3517 Guernsey Street
Bellaire, OH 43906

*Columbus Public Schools
270 East State Street
Columbus, OH 43215

*Cleveland City Schools
1380 East 6th Street
Cleveland, OH 44114

OKLAHOMA

*Oklahoma City Public Schools
Independent District 89
900 N. Klein
Oklahoma City, OK 73106

Tulsa ISD #1
P.O. Box 470208
Tulsa, OK 74147-0208

OREGON

Beaverton SD 48 S.
P.O. Box 200
Beaverton, OR 97075

Josephine County School Unit
706 N.W. "A" Street
Grants Pass, OR 97526

Lake Oswego SD #71
2455 S.W. Country Club Road
Lake Oswego, OR 97034

Oregon City School District 2
P.O. Box 591
Oregon City, OR 97045

*Crook County School Unit
1390 S.E. 2nd Street
Prineville, OR 97755-2498

Springfield SD 19
525 Mill Street
Springfield, OR 97477

West Linn SD 3JT
Administration Bldg.
West Linn, OR 97068

Woodburn School District 103
965 N. Boones Ferry Rd.
Woodburn, OR 97071

PENNSYLVANIA

**Chester Upland School District
Administration Building
18th & Melrose Avenue
Chester, PA 19103

*Greater Latrobe School District
410 Main Street
Latrobe, PA 15650

*Marple Newtown School District
120 Media Line Road
Newtown Square, PA 19073

*Phoenixville Area School District
1120 S. Gay Street
Phoenixville, PA 19460

*William Penn School District
MacDade Blvd. & Bell Avenue
P.O. Box 405
Yeadon, PA 19050

*Williamsport Area School District
201 West Third Street
Williamsport, PA 17701

RHODE ISLAND

Johnston School Dept.
345 Cherry Hill Rd.
Johnston, RI 02919

Middletown Public School
141 West Main Road
Middletown, RI 20840

*North Providence School Dept.
11 George Street
North Providence, RI 02911

*Portsmouth School Dept.
Middle Road
Portsmouth, RI 02871

Richmond School District
Route 138
Wyoming, RI 02898

Warwick School Department
34 Warwick Lake Avenue
Warwick, RI 02889

SOUTH CAROLINA

*Charleston County School District
The Center Building
Meeting & Hudson Streets
Charleston, SC 29403

*Darlington County School District
Courthouse, Room 304
Darlington, SC 29532

*Dillon County School District 2
401 Washington Street West
Dillon, SC 29536
(2 programs)

*Greenwood School District 50
P.O. Box 248, Gage Street
Greenwood, SC 29648

*Richland County School District 1
1616 Richland Street
Columbia, SC 29201

Lexington County School District
715 Ninth Street
West Columbia, SC 29169

SOUTH DAKOTA

*Douglas School System
Ellsworth Air Force Base
South Dakota, 57706

Elk Point Public School
District 61-3
Box 578
Elk Point, SD 57025

Faulkton ISD 24-2
P.O. Box 308
Faulkton, SD 57438

Gregory Public Schools
707 Rosebud St.
Gregory, SD 57533

Groton School District 6-3
Box 146
Groton, SD 57445

*Mitchell School District 17-2
117 East Fourth Avenue
Mitchell, SD 57301

Newell District 9-2
Box 99
Newell, SD 57760

Rapid City School Area District
District Service Center
809 South Street
Rapid City, SD 57701

Rutland School District 39-4
P.O. Box 89
Rutland, SD 57057

Sully Buttes Schools 58-2
Box FHS - 1
Onida, SD 57564

Wagner Community School 1-4
Box 310 Walnut Ave. S.W.
Wagner, SD 57380

Yankton School District 633
1900 Ferdig Ave.
Yankton, SD 57078

TENNESSEE

*Chattanooga Public Schools
1161 West 40th Street
Chattanooga, TN 37409

Tennessee School for the Deaf
P.O. Box 886
Knoxville, TN 37901

TEXAS

*Austin ISD
6100 Guadalupe
Austin, TX 78752

*Corpus Christi ISD
801 Leopard
P.O. Box 110
Corpus Christi, TX 78403

East Central ISD
6634 New Sulphur Springs Road
San Antonio, TX 78623

Fort Worth ISD
3210 West Lancaster
Fort Worth, TX 76107

Harlandale ISD
102 Genevieve Street
San Antonio, TX 78285

*Northside ISD
5900 Evers Road
San Antonio, TX 78238

Spring Branch ISD
955 Campbell
Houston, TX 77024

*Tyler ISD
P.O. Box 2035
Tyler, TX 75710

UTAH

*Alpine School District
50 North Centers Street
American Fork, UT 84003

Jordan School District
9361 South 400 East
Sandy, UT 84020

North Sanpete School District
41 West Main
Mt. Pleasant, UT 84647

Granite School District
340 East 3545 South
Salt Lake City, UT 84115

Salt Lake City School District
440 East First South
Salt Lake City, UT 84111-1898

VERMONT

Addison Northwest Supervisory Union
185 Main Street
Vergennes, VT 05491

*Addison Northeast Supervisory
Union District
9 Airport Drive
Bristol, VT 05443

*Grand Isle Supervisory Union District
Box 108
North Hero, VT 05474

*Windham Southeast Supervisory Union
230 Main Street
Brattleboro, VT 05301

Burlington School Dept.
Taft Administration Center
14 S. Williams Street
Burlington, VT 05401

Franklin Central Supervisory Union
40 Kingmain St.
St. Albans, VT 05478

VIRGINIA

Albemarle County Schools
Count Office Building
401 McIntire Road
Charlottesville, VA 22901

*Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207

Fairfax County Public Schools
3705 Crest Drive
Annandale, VA 22003

Hampton City Schools
1819 Nickerson Blvd.
Hampton, VA 23663

Manassas Public Schools
9108 Church Street
Manassas, VA 22110

Norfolk Public Schools
800 E. City Hall Ave.
Norfolk, VA 23510

*Portsmouth Public Schools
P.O. Box 998
Portsmouth, VA 23705

Roanoke County Schools
526 College Avenue
Salem, VA 24153

Russel County Schools
P.O. Box 8
Lebanon, VA 24266

Smyth County School Board
P.O. Box 987
Marion, VA 24354

Virginia Beach Public Schools
P.O. Box 6038
Virginia Beach, VA 23456

Waynesboro Public Schools
301 Pine Avenue
Waynesboro, VA 22980

*Henrico County Public School
P.O. Box 40
Highland Springs, VA 23075

*Newport News Public Schools
12465 Warwick Boulevard
Newport News, VA 23606-0130

WASHINGTON

Olympia School District
1113 Legion Way
Olympia, WA 98501

*Prosser Consolidated School District
P.O. Box 430
Prosser, WA 99350

*Central Valley School District #356
South 123 Bowdish Road
Spokane, WA 99206

Quillayute Valley School District #402
P.O. Box 60
Forks, WA 98331

*Spokane School District #81
N. 200 Bernard
Spokane, WA 99203

*Port Townsend School District #50
1610 Blaine
Port Townsend, WA 98368

*Pasco School District #1
1004 N. 16th Avenue
Pasco, WA 99302

Seattle School District #1
815 Fourth Avenue
Seattle, WA 98109

WEST VIRGINIA

Harrison County
P.O. Box 1370
Kelly Miller Bldg. Water Street
Clarksburg, WV 26301

*Kanawha County Board of Education
200 Elizabeth Street
Charleston, WV 25311

Monongalia County Bd. of Ed.
263 Prairie Avenue
Morgantown, WV 26505

*Ohio County Schools
2203 National Road
Wheeling, WV 26003

Putnam County Schools
P.O. Box 47
Winfield, WV 25213-0047

Wood County Board of Education
1210 - 13th Street
Parkersburg, WV 26101

WISCONSIN

Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404

Watertown Unified School District
111 Dodge Street
Watertown, WI 53094

WYOMING

*Goshen County USD #1
2602 West E. Street
Torrington, WY 82240

*Lincoln County School District #2
P.O. Box 218
Afton, WY 83100

BUREAU OF INDIAN AFFAIRS

Crow Creek
Box 616
Ft. Thompson, SD 57339

Crazy Horse School
Pine Ridge Agency S.D.
Pine Ridge, SD 57770

PUERTO RICO

Puerto Rico State Dept. of Ed.
Hato Rey, Puerto Rico 00919

Profile Index to National Identification Program Projects

PROFILE INDEX TO 1983-84 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

Developed by Northwest Regional Educational Laboratory for the U.S. Department of Education as part of the Secretary's Initiative to identify unusually successful ECIA Chapter 1 projects.

	Local (LEA) or State Educational Agency	Page Number, Vol. II	PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																										Instructional						Organizational						
			LEA	Migrant	Neglected/Delinq.	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max. Academic Learning Time	Monitored Progress	High Expectations	Feedback/Reinforcement	Excellence Recognized	Coordination	Parent/Community Involv.	Professional Development	Goals/Objectives	Strong Leadership	Evaluation Used	Positive Climate
AL	**Birmingham**	20	●						●				●		●	●	●		●	●			●			●						●	●					
Arizona	Amphitheater	21	●						●		●				●							●	●		●	●							★	●				
	Douglas	22	●				●					●			●	●	●	●	●		●		●	●				●				★		●				
	Flagstaff	23	●				●					●			●	●	●		●				●	●	●	●										●	★	
	Phoenix	24	●						●			●			●						●		●	●		●						●			●			
California	Alameda	25	●					●				●			●	●			●	●	●		●											●		★	●	
	Healdsburg*	26	●			●	●				●						●	●	●	●	●		●		●	★		●	●									
	Newport-Mesa*	27	●					●			●				●	●			●	●			●	●		●			★									★
	Santa Rosa*	28	●					●			●						●		●	●			●	●		★						●						●
CO	Pueblo	29	●						●			●			●	●			●		●		●	●		●		★					●					
CT	**Bridgeport**	30	●						●			●			●	●	●			●			●		●			★		●							●	
DE	Red Clay	31	●					●				●			●	●			●	●			●		●			●						●		●		
DC	**District of Columbia**	32	●						●				●			●			●	●	●		●		●			●		●		★						
FL	Volusia County	33	●					●				●			●	●			●				●	●			●						●			●		
GA	**Dept. of Offender Rehabilitation**	34			●						●								●	●			●		●		●					●					●	
HI	Windward Oahu	35	●					●			●							●	●				●	●	●			★								●	●	
Idaho	**Bonner County**	36	●			●					●				●	●	●	●	●				●			●			●						★			
	Idaho Falls	37		●				●			●				●	●	●	●	●		●		●		●				★	★		●						
	New Plymouth	38	●			●					●				●	●			●	●			●	●		●						★	●					
Illinois	Bloomington	39	●				●			●						●			●		●	●	●			●						●			★			
	Bloomington	40	●				●			●					●				●	●	●	●	●	●		●			●						●			
	Chicago	41	●						●			●			●	●	●		●	●	●	●			●	●			★									●
	Chicago	42	●						●		●				●	●	●					●			●	●							★		●			
	Cobden	43	●			●				●					●	●			●	●			●	●		★		●		●								
	DeKalb	44	●				●				●				●	●			●	●			●	●	●				●				●			●		
	Granite City	45	●						●			●			●	●	●		●	●	●	●	●			●						●					●	
	Oak Lawn*	46	●					●			●							●		●			●	●	●	●		●							●			

			PROGRAM			SETTING				NUMBER OF STUDENTS				GRADE LEVELS					CURRICULUM				INDICATORS OF SUCCESS			ATTRIBUTES OF SUCCESS[1]												
																										Instructional						Organizational						
		Page Number, Vol. II	LEA	Migrant	Neglected/Delinq.	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max. Academic Learning Time	Monitored Progress	High Expectations	Feedback/Reinforcement	Excellence Recognized	Coordination	Parent/Community Involv.	Professional Development	Goals/Objectives	Strong Leadership	Evaluation Used	Positive Climate
Indiana	South Bend	47	●						●			●			●	●			●				●			●	★									●		
	South Bend	48	●						●			●				●				●			●	●		●										★	●	
	Valparaiso	49	●					●			●				●	●			●				●	●			●		★				●					
Iowa	Cedar Rapids	50	●						●			●			●	●			●				●			●		●								●		
	Waterloo	51	●						●		●				●	●			●				●			●						●				●		
KS	Kansas City	52	●						●				●		●	●	●	●	●	●			●			●		●		●								
Kentucky	Jefferson County	53	●						●			●			●	●				●			●			●	★	●										
	Jefferson County	54	●						●			●			●	●			●				●			●	●	●										
	Jefferson County	55	●						●			●						●	●				●			●				●								●
	Jefferson County	56			●				●			●			●	●	●	●	●	●	●		●							★		●			●			
LA	Iberia Parish	57	●				●					●			●	●			●	●	●		●	●								●				★	●	
ME	Millinocket	58	●				●				●				●	●	●		●				●		●								★			●		●
MD	Montgomery County	59	●					●					●		●	●			●	●	●		●										●	★			●	
Massachusetts	Attleboro	60	●					●			●				●	●	●			●			●			●	●	●										
	Boston	61	●						●				●		●	●	●	●	●				●	●		●							●		★			
	Everett	62	●						●			●			●	●			●	●		●	●				●	★					●					
	New Bedford	63	●						●		●			●								●	●		●							●	●	●				
	Taunton	64	●					●				●			●	●	●		●				●		●	●		●									●	
MI	Bridgeport-Spaulding	65	●					●		●				●					●	●		●	●				●						★	●				
	Flint	66	●						●				●	●	●	●			●	●		●	●	●				●					●	●				
	Muskegon	67	●						●			●			●	●			●	●			●					●				●		★				
MN	Grand Rapids	68	●				●				●				●	●			●	●			●		●			●							●		★	
	Milaca	69	●			●					●				●	●			●	●	●		●	●				●					●				★	
	Rochester	70	●						●		●				●	●			●	●			●	●								●	●			●		
Missouri	Columbia	71	●					●			●				●	●				●			●	●								●	●	●				
	Kingsville	72	●			●				●					●	●	●	●	●				●	●	●				●	●								★
	Meramec Valley	73	●				●								●	●			●				●	●		●		●		●								
	New Madrid County*	74		●		●				●				●								●	●							●			●					●
MT	Stevensville	75	●				●				●				●	●	●	●	●				●		●	●						●				★		
See totals at end of chart on last page.																																						

*School rather than district program

[1] The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). The presence of a "★" rather than a "●" indicates that the attribute was discussed in greater detail.

PROFILE INDEX TO 1983-84 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS - *continued*

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			LEA	Migrant	Neglected/Delinq.	Rural	Small Town	Suburban	Urban	less than 100	100-499	500-2500	more than 2500	Preschool	K-3	4-6	7-9	10-12	Reading	Math	Language Arts	Other	Achievement	Sustained gains	Other outcomes	Appropriate Instruction	Max. Academic Learning Time	Monitored Progress	High Expectations	Feedback/Reinforcement	Excellence Recognized	Coordination	Parent/Community Involv.	Professional Development	Goals/Objectives	Strong Leadership	Evaluation Used	Positive Climate
NE	**Lincoln**	76	●						●			●			●	●			●	●			●	●							●			●		●		
NH	Gov. Wentworth Regional	77	●			●					●				●	●			●				●			★			●				●					
NJ	**Matawan-Aberdeen**	78	●					●		●				●								●	●			●									●		★	
	Middlesex County	79	●					●	●			●					●	●	●	●			●			●				●				●				
	Willingboro	80	●						●		●				●	●			●				●						★			●		●				
NY	Elmira	81	●			●			●			●		●	●	●	●	●	●	●			●			●								●	★			
	Roosevelt	82	●					●			●				●	●			●	●			●			●							●	●				
North Carolina	Currituck County	83	●			●					●					●			●	●			●			★	●					●						
	Department of Correction	84			●							●			●	●	●	●	●	●		●	●									●	●	●				●
	Henderson County	85	●			●					●				●	●			●				●	●	●	●	●							★				
	Moore County	86	●			●						●			●	●	●		●				●				●							★		●		
	Salisbury	87	●				●				●				●	●	●		●		●		●	●		●						●						●
ND	**Devils Lake**	88	●				●				●				●	●			●				●			●		●					●					
	Fargo*	89	●						●	●							●	●	●				●		●	●									●			★
	Hettinger	90	●				●			●					●	●			●				●	●		●	●			●								
	Stanley	91	●			●				●					●	●	●	●	●				●								●	●					●	
Ohio	**Cleveland**	92	●						●				●		●	●	●		●				●			●	●								●			
	Columbus	93	●						●		●				●							●	●	●		●	★										●	
	Lorain	94	●						●			●			●	●			●				●			●						★			●			
	South-Western	95	●					●				●			●				●				●			★				★					●			
OK	**Oklahoma City**	96	●						●				●		●	●	●		●	●	●		●									●	●				★	
OR	Crook County*	97	●				●			●								●	●	●			●			★			●									●
Pennsylvania	**Chester Upland**	98	●						●			●			●	●				●			●	●		●		●						●				
	Latrobe	99	●			●					●				●	●	●		●				●			●	★							●				
	Marple Newton	100	●					●			●				●	●	●		●				●	●		●	●				★							
	Phoenixville	101	●					●			●				●	●			●				●	●		●							●			●		
	William Penn	102	●					●			●				●	●			●	●			●			●	●				●							
	Williamsport	103	●						●			●			●	●			●				●	●	●						★		●	●				
RI	**North Providence**	104	●					●			●				●	●			●				●			●	●					●						
	Portsmouth	105	●				●				●				●	●	●	●	●				●	●								★	●		●			

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South Carolina	Charleston County	106	●			●	●	●	●			●			●	●				●			●	●				●				●	●					
	Darlington County	107	●				●					●			●	●				●			●	●					★				●					●
	Dillon*	108	●			●					●					●				●			●	●					●		★							★
	Dillon*	109	●			●					●					●			●				●	●					●		●							●
	Greenwood	110	●				●				●					●				●			●	●	●	●						●	★					
	Richland County	111	●						●			●			●							●	●	●		●						●	●					
SD	Douglas*	112	●			●					●				●	●			●	●			●		●					★		★		●				
	Mitchell	113	●				●				●				●	●			●	●			●						●				●			●		
TN	Chattanooga*	114	●						●		●				●						●		●			●						●			★			
Texas	Austin	115	●						●		●			●					●	●	●	●	●			●						●					★	
	Corpus Christi	116	●						●			●			●	●			●		●		●	●		●						●		●				
	Northside	117	●						●		●			●								●	●			●						●	●					
	Tyler	118	●						●			●			●				●		●		●		●							●			●	★		
UT	Alpine	119	●				●	●				●			●				●			●	●		●	★							●					●
Vermont	Addison	120	●			●	●			●				●	●				●	●	●	●	●		●				●				★				●	
	Grand Isle	121	●			●				●					●	●	●			●			●					●				★	●					
	Windham	122	●				●				●				●	●	●		●	●	●		●	●	●								●	★				●
Virginia	Arlington	123	●					●				●			●	●			●		●		●	●			★						●		●			
	Henrico County	124	●					●				●			●				●	●		●	●			●	●							●				
	Newport News	125	●						●			●		●	●	●			●	●			●				●				★							●
	Portsmouth	126	●							●		●			●	●			●	●			●									●	●	●				
Washington	Central Valley	127	●						●		●				●	●			●				●	●		●	●								●			
	Pasco School	128		●		●						●		●	●				●	●	●		●									●		●	★			
	Port Townsend	129		●			●				●				●	●	●	●	●	●	●		●		●	●							★		●			
	Prosser	130		●		●					●							●	●	●	●	●	●		●	●									●	●		
	Spokane	131	●						●				●		●	●			●	●		●	●	●		★							●			●		
WV	Kanawha County	132	●			●	●	●	●	●						●			●				●			●									●			●
	Ohio County	133	●				●				●				●	●			●				●						●			●		●				
WY	Goshen County*	134	●			●				●				●	●				●		●	●	●			●			●									●
	Lincoln County*	135	●			●	●			●							●	●	●		●		●	●	●			★	●			●						
	NUMBER OF PROJECTS		108	5	3	25	27	27	46	17	49	41	9	12	91	86	35	22	94	58	29	[illegible]	114	45	31	66	23	26	20	14	7	42	41	27	25	20	19	18

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☆U.S. GOVERNMENT PRINTING OFFICE:1986 491-398

This project has been funded by the U.S. Department of Education, Office of Planning, Budget and Evaluation, under contract number 300-82-0377 for the Educational Consolidation and Improvement Act Chapter 1 Evaluation Technical Assistance Center (Region 4).